

# THE SCHOOL FRIEND,

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### THE SCHOOL FRIEND, AND OHIO SCHOOL JOURNAL

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For the School Friend.

#### Parental Wish.

To my Infant usually sleeping with hands folded.

BY DR. JOHNSON.

The Lord be with thee, infant dear!  
How sweetly thou dost rest!—  
Is then thy guardian angel near  
To fold upon thy breast  
Thy little hands, and keep  
Thee safe in peaceful sleep?

Art thou thus by thy angel taught  
To pray?—Do not forget  
Thy prayer, my child; I wish, for aught,  
To learn it too!—Oh! let,  
When thou shalt talk, my boy,  
Thy parent have this joy.

Thy happy father's heart shall feel  
Unspeaking delight,  
My son, when we'll together kneel,  
And fervently unite  
In prayer. Our gracious Lord  
Will verify his word.

Pray on, my child, when I shall lie  
In my last resting-place;  
Let not thy prayers with me die!  
Pray on! Increase in grace!  
Pray on! From Satan's darts  
Are safe all praying hearts.

Pray on! And when upon thine ear  
Shall breathe a gentle air—  
Thy father's spirit is then near,  
And joineth in thy prayer.  
Pray on! Do never cease!  
And live and die in peace.

[From Noah's Sunday Times.

#### James Bowie, the Napoleon of Duellists.

Four years ago, when Theodore Parker, the eminent *theo-philanthropic* preacher of Boston, visited Europe, having a letter of introduction for that purpose, he called upon Thomas Carlyle. The English *solitaire* plied the American with numerous questions, relative to the customs and habits of social existence on this side of the water, but manifested the deepest curiosity concerning the people of the backwoods. Parker drew, for the other's amusement, a vivid sketch of the achievements of Bowie, the famous arch-duelist of Texas. Carlyle listened, with sparkling eyes, till the close of the narrative, and then burst into exclamations of involuntary enthusiasm:

"By Hercules! the man was greater than Caesar or Cromwell—nay, nearly equal to Odin or Thor. The Texans ought to build him an altar."

The burning sympathizer with the heroic in all its phases, rubbed his hands together, chuckling in ecstasy of savage glee, and made Parker repeat his story of bold anecdotes. Finally, he put the question:

"By what miracle could it happen, that the brave fellow escaped the penalty of the law, after such countless violations?"

To this interrogatory, Parker, he himself confessed, could return no satisfactory answer; and as ten thousand readers have perhaps pondered the same problem without receiving a rational solution, it may not be uninteresting to explain it briefly, especially, as a clear elucidation can be detailed in a few words.

Let it be remembered, then, that although the great system of common law, that "perfection of human reason" for the Anglo-Saxon race, prevails throughout all the States of the West, wholly as to its definition of crimes, and partially as to the modes and measures of punishment annexed to each, nevertheless, in its practical application to given cases it is controlled by the power of a mightier law—the omnipotent law of public opinion; because, in most western courts, juries are absolute judges of both law and the fact, and their interpretations often evince direct antagonism with the dicta of my Lord Coke, and the classic comments of Blackstone.

On the subject of homicide in particular, public opinion has passed the bounds of all books of jurisprudence, and settled as an immutable statute this extraordinary axiom:

"It is justifiable to kill, in fair combat, every body who ought to be killed!"

In Bowie's numerous encounters, he always kept within the prescribed limits of this latitudinarian rule, and hence he was always acquitted by frontier juries, and frequently with an *ad-denda* to their verdicts, highly complimentary to his character as a chivalrous gentleman. In truth, most of his desperate engagements grew out of his innate and invincible disposition to espouse the cause of the weak against the mighty. One illustration by incident will present this peculiarity in its strongest light, and may, besides, reveal a thorough knowledge of the heart and soul of the man.

On the evening of the 4th of June, 1835, the steamboat "Rob Roy," started from St. Louis to New Orleans, with a full crowd of passengers. Immediately after getting under good headway, one person attracted universal attention by the annoying eagerness with which he endeavored to make up a party at cards. Indeed, his oft-repeated and persevering efforts to that end soon became insulting and unendurable; and yet, his appearance was such as deterred the bravest on board from administering the chastisement he so richly deserved. He was a huge mass of mighty bone and muscles, with swarthy features, bearing the impress of many a scar; piercing, dark eyes, that seemed to possess the power of blasting the beholder—cold, gleaming eyes, such as haunt the memory painfully; a rank luxuriance of coal-black hair, immense whiskers and moustache.

This savage looking figure was habited in the costliest clothing, and adorned with a profusion of jewelry, while outlines of several murderous weapons were plainly distinguished beneath his gaudy vest and superfine coat. Nor did he need these to render him an object of terror. A connoisseur in the science of belligerent gymnastics would have confidently pronounced him a match

for any five men on the deck, without aid from lead or steel.

At length, after many failures, he prevailed on a wealthy young merchant, of Natchez, to join in a game of *poker*. They sat down beside a small table, near the bar, and were soon absorbed in that most perilous of all excitements, of which the two ingredients are the vanity and pride of individual skill, and the uncertainty of general hazard. At first the stakes were small, and the run of the cards seemed wholly in favor of the merchant; but presently they bet more freely, and gold eagles and hundred dollar notes were showered down on the board with extravagant ardor, and then the current of fortune changed—ebbed away from the young merchant, and flowed to the professional gambler in a stream like the ocean's tide. As usually happens in such cases, his want of success only piqued and maddened the loser, and he sought to recover himself by such desperate ventures as could not but deepen and confirm his ruin. And thus they continued that long summer night. The intensity of their excitement became equivalent to insanity. Every nerve was strung—every energy of the brain was taxed to the utmost—their teeth were set hard as those of the antagonists in the tug of mortal strife—the sweat rolled from their brows like great drops of rain.

The passengers formed a circle around the players, and looked on with that interest which such extraordinary concentration of intellect and passion never fails to inspire in the bosoms that shudder at its success. The merchant and gambler attracted all eyes, and kept many awakened and gazing till the morning. Among the latter was one presenting so pitiful a countenance that it might melt the heart of marble to tears. A pale and exquisitely beautiful female face peeped incessantly from the half-opened door of the ladies' cabin, weeping all the while, as if oppressed by some dreadful sensation of immediate sorrow. It was the merchant's wife, weeping her farewell to departed hope!

There was one spectator, also, whose appearance and actions excited almost as much curiosity as the players did themselves. He was a tall, spare man, of about thirty, with handsome features, golden hair, keen blue eyes of preternatural brightness, and his firm thin lips wore a perpetual smile of the strangest and most inscrutable meaning. With the exception of his red calico shirt, his person was dressed wholly in buckskin, ornamented with long swaying tassels, and wild figures wrought out of variegated beads, after the fashion of some western Indians. He stood close beside the card table, and held in his left hand a sheet of paper, in his right hand a pencil, with which, ever and anon, he dashed off a few words, as if engaged in tracing the progress of the game.

Still the merchant and the gambler persevered in their physical and mental toil. The dial of the stars, with its thousand fingers of golden fire, pointed to the world-shadows of midnight—but still they did not pause. It still was "shuffle and cut, and ante-up, and I call you, and rake down the pile." Toward morning a tremendous storm arose. The red lightning flashed awfully, the hail poured like a frozen cataract, the great river roared till it rivaled the loudest thunders of heaven, and the very pilot at the wheel was alarmed. But the mad players heard it not. What was the tumult of the raging elements to them, whose destiny hung on the turning of a card? And the smiling blue-eyed stranger still

stood beside them, pencil and paper in hand, calmly noting the developments of the game.

Finally the storm passed, as the beautiful day-break came out, like a thing of glory, in the gray east. Then the infatuated merchant, distracted with his losses, dared the climax of folly. He staked \$5,000, comprising his last cent of money in the world, on "two pairs of kings." The whiskered gambler "called" him; they showed hands; the blackleg had "two pairs of aces," and "raked the board." The merchant dropped to the floor, as if he had been shot through the brain, and that beautiful young wife flew to his side, and, shrieking, fell on his bosom. They were both borne insensible away to the ladies' cabin.

As he deposited the winnings in his pocket the gambler emitted a hoarse laugh, that sounded frightful as the chuckle of a fiend; but he instantly lost color, as a low, calm voice remarked in his ear:

"Villain, you play a strong hand at many different games, but here stands one who can beat you at all of them!"

He turned, met the glance of those keen blue eyes so preternaturally bright, and shuddered. But he immediately regained his presence of mind, for he was no coward, and then frowned till his shaggy brows met like the coil of a serpent, and demanded sternly:

"Beggar! who are *you*, to banter a gentleman thus rudely?"

"I am James Bowie, of Texas," the other answered, with a ringing laugh; "and *you* are John Lafitte, a natural son of the old pirate."

The gambler reeled in his chair as if he had been struck with a thunderbolt, but recovered again from the shock in a moment, and asked in a firm tone—

"What game do you wish with me?"

"*Poker* first, and *pistols* afterward, if you play foul!" replied Bowie.

"Very well," rejoined the other, and they took their seats at the table.

For a time the success seemed about equally balanced, and the gain or loss being alternate. At last the gambler ventured out one of his skillful manoeuvres in dealing. Bowie smiled strangely as his quick eye detected the trick. He said nothing, however, but looked at his hand and bet five thousand dollars higher, which resulted in a "call." Bowie held "four jacks;" but with his habitual fiendish chuckle, his antagonist showed "four queens," exclaiming as he did so—

"By heavens, the pile is mine!"

"Not yet," shouted Bowie, as, with both hands, he raked the heap of notes, to the tune of twenty thousand dollars, into his own pocket.

Choking, and purple with rage and shame, the gambler roared—

"To the hurricane deck, and let pistols be trumps this turn!"

"Good as gold!" replied Bowie, and the two hastily ascended the stairs and assumed their separate positions—the gambler over the stern, and Bowie over the prow.

At this instant the sun was just rising in a cloudless sky. Nature looked sublime—a bride worthy of her Husband and God. The woods and waters looked as one divine picture with the boundless blue of heaven for its background. The broad-bosomed river rolled away like an immense sheet of burnished silver, speckled here and there with a flash of golden bubbles; shining fishes gambled in the sparkling wave; and all the bright birds—the sweet singers whose life is

a dream, and that dream only music—chanted their wild anthem to the new day; while the two duellists, the most deadly ever known to the southwest, stood with cocked pistols, eye to eye, and their fingers fixed on the hair triggers, prepared and waiting to slay and be slain.

"I am ready. You give the word," cried Bowie, in his clear, ringing voice, and with that impressive smile of strange meaning on his lips.

"I am ready. Fire!" shouted the gambler, in tones as murderous as death.

The two pistols roared simultaneously. Bowie barely escaped with his life, for the bullet of his foe had cut away one of his golden locks of yellow hair. The gambler was shot through the heart, and dropped on the brink of the deck, and almost tumbled into the river. He was buried by the squatters in the next wood yard. And thus perished justly a natural son of the great pirate Lafitte.

There never was a jury empaneled in the West who would have brought in a verdict against any man for killing him, and more especially under the circumstances, because public opinion pronounced that "he ought to be killed." And such were the desperadoes that Bowie commonly extirpated.

The generous victor immediately proceeded to the ladies' cabin and restored the winnings of the gambler to the young merchant and his beautiful wife, who both received the boon as a gift from heaven, with much gratitude and joy.

If we should write a column concerning the exploits of Bowie, his character could not be rendered more transparent than it is revealed in the foregoing anecdote. He was always the same—the friend of the feeble, the protector of the oppressed, and the sworn enemy of tyrants. He was brave without fear and generous beyond precedent; and though he had his faults, and gigantic ones too, he atoned for all the errors of a stormy life by the splendor of his magnificent death. His tomb is the Alamo, his epitaph the word "Texas," and his fame will fill an humble safe niche in the temple of Freedom through all time. He can never be forgotten till the bowels of the earth cease to furnish metal for the fabrication of those bright blades of steel which bear his imperishable name.

✎ The editor of the Windsor Journal—a very obstinate sort of a bachelor—learns that "Professors of dancing" in New York, have recently introduced a new style of cotillion, called "Kiss Cotillion," the peculiar feature of which is that you kiss the lady as you twing corners. The editor is a crusty sort of person, who never dances, but says he would not mind waiving his objections to the amusement so far as to swing corners now and then in this cotillion!—the selfish scamp. He reminds us of an old lady who had an aversion to rye and never could eat it in any form, "till of late," said she, "they have got to making it into whisky, and I find I can now and then worry down a little."

"Make way there gentlemen," cried a Massachusetts representative to the populace who were crowding him out of his place in the procession on the election day, "make way we are the representatives of the people."

"Make way yourself," replied a sturdy member of the throng, "we are the people themselves."



## Study a Child's Capacities.

If some are naturally dull, and yet strive to do well, notice the effort, and do not censure the dullness. A teacher might as well scold a child for being near sighted, as for being naturally dull. Some children have a great verbal memory, others are quite the reverse. Some minds develop early, others late. Some have appeared stupid, because the true spring of character has never been touched. The dunce of the school may turn out, in the end, the living, progressive, wonder-working genius of the age. In order to exert the best spiritual influences, we must understand the spirit upon which we wish to exert that influence. For with the human mind we must work with nature, and not against it. Like the leaf of the nettle—if touched one way, it stings like a wasp; if the other, it is softer than satin. If we would do justice to the human mind, we must find its peculiar characteristics, and adapt ourselves to individual wants. In conversation on this point with a friend, who is the principal in one of our best grammar schools, and to whose instruction I look back with delight—"Your remarks," said he, "are quite true; let me tell you a little incident, which bears upon this point. Last summer, I had a girl who was exceedingly behind in all her studies. She was at the foot of the division, and seemed to care but little about her books. It so happened that, as a relaxation, I let them, at times during school hours, unite in singing. I noticed that this girl had a remarkably clear, sweet voice, and I said to her, 'Jane, you have a good voice, and you may lead in the singing.' She brightened up, and from that time her mind seemed more active. Her lessons were attended to, and she soon gained a high rank. One day, as I was going home, I overtook her, with a school companion: 'Well, Jane,' said I, 'you are getting along very well; how happens it, you do much better now than at the beginning of the quarter?'

'I do not know why it is,' she replied.

'I know what she told me the other day,' said her companion.

'And what was that?' I asked.

'Why, she said she was encouraged.'

Yes, here we have it—she was encouraged. She felt she was not dull in everything. She had earned self respect, and thus she was encouraged.

Some twelve or thirteen years ago, there was, in Franklin school, an excessively dull boy. One day the teacher, wishing to look out a word, took up the lad's dictionary, and, on opening it, found the blank leaves covered with drawings. He called the boy to him.

"Did you draw these?" said the teacher.

"Yes, sir," said the boy, with a downcast look.

"I do not think it well for boys to draw in their books," said the teacher, "and I would rub

these out, if I were you; but they are well done. Did you ever take lessons?"

The boy felt he was understood. He began to love his teacher. He became animated and fond of his books. He took delight in gratifying his teacher, by his faithfulness to his studies; while the teacher took every opportunity to encourage him in his natural desires. The boy became one of the first scholars, and gained the medal before he left the school. After this, he became an engraver, laid up money enough to go to Europe, studied the works of the old masters, sent home productions from his own pencil, which found a place in some of the best collections of paintings, and is now one of the most prominent artists of his years in the country. After the boy gained the medal, he sent the teacher a beautiful picture, as a token of respect; and I doubt not, this day, he feels that that teacher, by the judicious encouragement he gave to the natural turn of his mind, has had a great moral and spiritual effect on his character.—*Gospel Messenger*.

## Personal Identity.

The following curious cases, showing the mistakes which may sometimes occur in the identity of an individual, are copied from an English paper:

"A young gentleman, article to an attorney in London, was tried on five indictments for different acts of theft. A person resembling the prisoner in size and general appearance, had called at various shops in the metropolis, for the purpose of looking at jewelry, books, and other articles, with the pretended intention of making purchases, but made off with the property placed before him, while the shop-keepers were engaged in looking out other articles. In each of these cases the prisoner was positively identified by several persons, while in a majority of them an *alibi* was clearly and positively established, and the young man was proved to be of orderly habits and irreproachable character, and under no temptation, from want of money, to resort to acts of dishonesty. Similar depredations on other tradesmen had been committed by a person resembling the prisoner, and those persons proved that, though there was a considerable resemblance to the prisoner, he was not the person who had robbed them. The prisoner was convicted on one indictment, but acquitted on all the others; and the judge and jurors who tried the three last cases, expressed their conviction that the prisoner had been mistaken, and that the prosecutors had been robbed by another person, resembling the prisoner. A pardon was immediately procured in respect of that charge on which the conviction had taken place.

"Not many months before the last mentioned case, a respectable young man was tried for a highway robbery, committed in the neighborhood of Bethnal Green, in which neighborhood both

he and the prosecutor resided. The prosecutor swore positively, that the prisoner was the man who robbed him of his watch. The counsel for the prisoner called a genteel young woman, to whom the prisoner paid his addresses, who gave evidence which proved a complete *alibi*. The prosecutor was then ordered out of court, and in the interval another young man, of the name of Greenwood, who awaited his trial on a capital charge of felony, was introduced, and placed by the side of the prisoner. The prosecutor was again placed in the witness box, and addressed thus: 'Remember, sir, the life of this young man depends upon your reply to the question I am about to put. Will you swear again that the young man at the bar is the person who assaulted you?' The witness turned his head toward the dock, when, beholding two men so nearly alike, he became petrified with astonishment, dropped his hat, and was speechless for a time, but at length declined swearing to either. The young man was of course acquitted. Greenwood was tried for another offense, and executed; and a few hours before his death acknowledged that he had committed the robbery with which the other was charged."

## Panthers and Leopards.

It is related of a female leopard, now or lately kept in the Tower of London, that she has a particular fancy for destroying parasols, umbrellas, muffs, hats, etc., whenever she can reach them, seizing and rending them to pieces in a moment. In the course of five years, she ruined hundreds of such articles, before the owners suspected her intention. The Jaguar is said to be fond of fish. It attracts them to the surface of the water, by scattering its spittle as bait, and then knocks them out on dry land with its paw. Almost all these animals can be tamed, if taken young, but are treacherous, and often unexpectedly exhibit their natural ferocity. Panthers are especially cunning and playful. A tame panther, which was kept at a trading post on the western coast of Africa, was so docile that its care was intrusted to a small boy. One day finding its little keeper sitting on a step fast asleep, it lifted its paw and knocked the boy down, and then stood wagging its tail, as if enjoying the mischief it had done. On one occasion, as an old woman was sweeping with a short broom, which brought her nearly down on all fours, the panther, who was hidden near, suddenly jumped upon her back, where he stood in triumph. The poor old woman screamed in terror—the other servants ran away, and the panther highly enjoyed the commotion he had created, until his master came and released the terrified sweeper. Any woman might be excused, we think, for screaming in such a case.

Another panther, the pet of his master, was strongly suspected of stealing poultry. The master chained him up, and the poultry still disappeared. This fact the master regarded as proof

of the innocence of his pet, but one day thinking he saw a glimpse of feathers in the panther's house, he was led to watch. He saw the cunning creature place bits of bread, potato, and other bait about his door, and then retire into his kennel. The fowls came, attracted by this bait, and the panther managed to secure three of them, which he took into the kennel and devoured. The tiger, when tamed, or partially tamed, has been known to perform the same feat. It is a very interesting study to observe the instinct of animals, and to watch what would appear in them to amount almost to reasoning powers. They appear occasionally almost to change their natures in pursuit of their prey, or in accommodation to their situation. Having mentioned how the Jaguar catches fish, we will give an account, from an English writer, of certain piscatory cats:

"There is a propensity belonging to common house cats, that is very remarkable; I mean their violent fondness for fish, which appears to be their most favorite food; and yet nature, in this instance, seems to have planted in them an appetite that, unassisted, they know not how to gratify; for, of all quadrupeds, cats are the least disposed toward water, and will not, when they can avoid it, deign to wet a foot, much less to plunge into that element. Mr. Leonard, a very intelligent friend of mine, saw a cat catch a trout, by darting upon it, in a deep clear water, at the mill at Weaford, near Lichfield. The cat belonged to Mr. Stanley, who had often seen her catch fish in the same manner in summer, when the mill-pool was drawn so low that the fish could be seen. I have heard of other cats taking fish in shallow water, as they stood on the bank. This seems to be a natural method of taking their prey, usually lost by domestication, though they will retain a strong relish for fish. The Rev. W. Bingley mentions another instance of a cat freely taking the water, related by his friend, Mr. Bill, of Christ Church. When he lived at Wallington, near Carshalton, in Surrey, he had a cat that was often known to plunge, without hesitation, into the river Wandle, and swim over to an island at a little distance from the bank. To this there could be no other inducement, than the fish which she might catch on the passage, or the vermin which the island afforded. These are curious instances; but the following, which may be depended on as a fact, is still more remarkable. At Caverton Mill, in Roxburghshire, a beautiful spot upon the Kale Water, there was a favorite cat domesticated in the dwelling house, which stood at two or three hundred yards from the mill. When the mill-work ceased, the water, as usual, stopped at the dam-head, and the dam consequently ran gradually more shallow, often leaving trout, which had ascended when it was full, to struggle back with difficulty to the parent stream; and so well acquainted had puss become with this circumstance, and so fond was puss of

fish, the moment she heard the noise of the mill-clapper cease, she used to scamper off to the dam, and, up to her belly in the water, continued to catch fish like an otter. It would not be easy to cite a more curious case of animal instinct approaching to reason, and overcoming the usual habits of the species."—*The Mentor*.

#### Passion for Tobacco.

Those who use tobacco know the strength of the habit. It is as hard to break from it as it is to abandon the use of intoxicating drinks—some say, even more difficult. The distinguished preacher, Burchard, thus relates his own experience, in his anti-tobacco war:

"I was once," said he, "an inveterate lover of tobacco, and I know how difficult it is to break the habit of using it; still it can be done. I indulged in the use of the weed to a great excess; I loved it; but knowing that its effects were bad, and especially ill-becoming a man of the gospel, I made one almighty resolve to quit it. With that resolution I took a tremendous 'cud,' which was to be my wind-off. I chewed it and chewed it, and rolled it as a sweet morsel under my tongue, and from one cheek to the other, for three weeks. It is certain tobacco never tasted so good before, and I shed tears when I recollected that it was my last indulgence. When its strength was all gone, I threw it away. 'There, Burchard,' said I, 'there goes your last cud—your omega of quids.' Well, for a while, it was very hard doing without it, and I was often sorely tempted to try it again. Old tobacco chewers would pull out their rusty steel boxes, give them a scientific snap, and say, 'Burchard, have a chew?' and for a long time, whenever I heard the click of a tobacco box, I involuntarily put my hands in my trousers to get hold of my pig-tail. In fact, I sometimes blundered dreadfully in my sermons, my thoughts being more upon tobacco than upon the Lord. But I stuck to my resolution; and neither cavendish nor pig-tail has ever been between my teeth from that day to this!"

#### The Schoolmistress and her Canine Friend.

A young lady of one of the towns of this county, while engaged in teaching school, the past summer, a few miles from home, was singled out, towards the close of her engagement, without any apparent inducement, by the dog of one of her employers, as the peculiar object of his regard, which soon unaccountably increased to such a degree that he could scarcely be beaten from her side, or prevented from entering the school-house, to which he daily repaired. At the termination of her school, which she left in failing health, when about to start for her parental residence, the dog gave signs of his determination to follow her, which perceiving she turned to the owner, and soon effected a purchase of the animal, which now joyously attended her home. Her first words on entering the house were—

"Mother, I have come home to die, and have brought a friend to watch over my grave." After making this announcement, she immediately took to her bed, and sunk rapidly in a typhoid, which in about a week terminated in her death. During her whole sickness, the faithful and evidently sorrow-stricken dog never, but for a few moments at a time, left the sick room, constantly lying, dejectedly, near the head of her bed, and seeming but too blest when permitted to lick her fevered hand, which was occasionally extended for his tender caresses. As her final hour drew near, he became indifferent about food, and soon refused it altogether. After her death, which he seemed to comprehend, he continued to watch by the corpse, only at one time leaving it, and that was when the coffin case, which, having arrived with the coffin, was carried and laid at the side of the grave, previously dug in an inclosure near the house. He then, having somehow been made aware of what was going on, came out of the house, went to the case, and, with his paws on the side, looked in, and seemed to examine it attentively. He next jumped into the grave, and appeared to inspect that, also, with equal care and attention. He then came out, and hurried back to his post by the corpse, which he continued to watch till it was brought out for interment, when he closely followed the coffin, and looked sorrowfully on, as it was lowered to its final resting place and the grave filled up. When his human fellow-mourners, retired, however, he remained behind, and, lying down at the head of the grave, could not be induced to leave the spot, refusing, for the first few days, all food, then, for a week or two, sparingly receiving it when brought to him, and, at last, going occasionally to the house for it, but only to dispatch in haste what was set before him, returned to his sad and lonely vigil, which, night and day, he still continues to keep over the remains of his beloved mistress.—*Vermont Freeman*.

✂ A lady, with eyes that resemble peeled onions, and a nose as crooked as a politician's creed, a chin like a hoe, and a mouth stretched from ear to ear, and opening like a jack-knife, will be sooner respected and beloved by those whose opinion it is worth one's pains to secure, if she possess a good heart and kind disposition, than if she were as beautiful as Milton's Eve, with a corkscrew disposition and a heart of lead.

✂ When Dr. Johnston courted Mrs. Potter, whom he afterwards married, he told her that he was of mean extraction, had no money, and that he had an uncle hanged. The lady, by way of reducing herself to an equality with the Doctor, replied that she had no more than himself, and that though she had not a relative hanged, she had fifty who deserved hanging!



ASTREA, by O. W. HOLMES, is a new poem in press by Ticknor, Reed & Fields. The following is an extract:—

The MORAL BULLY, though he never swears,  
Nor kicks intruders down his entry stairs,  
Though meekness plants his backward sloping hat,  
And non-resistance ties his white cravat,  
Though his black broadcloth glories to be seen  
In the same plight with Shylock's gaberdine,  
Hugs the same passion to his narrow breast,  
That heaves the cuirass on the trooper's chest,  
Hears the same hell-hounds yelling in his rear,  
That chase from port the maddened buccaneer,  
Feels the same comfort while his acrid words,  
Turn the sweet milk of kindness into curds,  
Or with grim logic prove, beyond debate,  
That all we love is worthiest of our hate,  
As the scarred ruffian of the pirate's deck,  
When his long swivel rakes the staggering wreck.

Heaven keep us all! Is every rascal clown,  
Whose arm is stronger, free to knock us down?  
Has every scarecrow, whose cachetic soul  
Seems fresh from Bedlam, airing on parole,  
Who, though he carries but a doubtful trace  
Of angel's visits on his hungry face,  
From lack of marrow or the coins to pay,  
Has dodged some vices in a shabby way,  
The right to stick us with his cut-throat terms,  
And bait his homilies with his brother worms?

#### Both Sides of the Question.

We forbear, for the present, all comment on the institution (the State Normal School, at Albany) to which the two following paragraphs refer:

**NORMAL SCHOOL.**—This Institution is steadily progressing in usefulness and popular favor. During the past year, a large and commodious edifice has been erected for its use, from the funds appropriated for that purpose by the Legislature, at its last session; and between four and five hundred pupils, from every section of the State, annually avail themselves of the valuable course of instruction there communicated. At the expiration of their respective terms, these pupils, thoroughly prepared for the work of instruction, go into the several school districts where their services may be required; and, with but few exceptions, diligently devote themselves to the business of teaching, as a permanent profession. It is difficult to estimate the value of the services thus rendered by this Institution, in elevating the standard of the qualification of teachers of our common schools, in diffusing over the entire surface of the State a higher appreciation of the work of education, and in enlisting a deeper feeling in behalf of our elementary institutions of learning. The permanent footing on which it is placed is a matter of sincere congratulation to every friend of education.—*State Superintendent's Report.*

**NORMAL SCHOOL.**—It is high time that this ridiculous concern was closed forever. It is nothing but a pauper establishment, for a set of sponging fellows from different parts of the State, who are too lazy to work on a farm, and too stupid and indolent to learn any mechanical business.

They come to Albany (many of them over thirty years of age), get a berth in this Normal school affair, at the expense of the State, and promise to teach poor children in the country, for a certain term—instead of which, they clear out, and turn quack doctors, singing masters, mesmerizers—like La Roy Sunderland, or some other similar humbug—seduce some respectable girls, marry three or four wives, borrow every thing they can, pick up their dunnage, during the night, and then step out to parts unknown, to open the game anew.—*N. Y. Universe.*

#### Be not too Fastidious.

A great deal of talent is lost to the world for the want of a little courage. Every day sends to their graves a number of obscure men, who have only remained obscure because their timidity has prevented them from making a first effort, and who, if they could have only been induced to begin, would, in all probability, have gone great lengths in the career of fame. The fact is, that in order to do anything that is worth doing, we must not stand shivering in the cold and the danger, but jump in and scramble through as well as we can. It will not do to be calculating risks, and adjusting nice chances; it all did very well before the flood, when a man could consult his friends upon an intended publication for a hundred and fifty years, and then live to see its success for six or seven centuries afterward; but at present a man waits, and doubts, and hesitates, and consults his brother, and his uncle, and his first cousins, and his particular friends, till one fine day he finds that he is sixty-five years of age—that he has lost so much time, in consulting first cousins and particular friends, that he has no more time left to follow their advice. There is such little time for over-squeamishness at present, the opportunity so easily slips away, the very period of life at which a man chooses to venture, if ever, is so confined, that it is no bad rule to preach up the necessity, in such instances, of a little violence done to the feelings, and of efforts made in defiance of strict and sober calculation.—*Rev. Sydney Smith.*

#### The Horrors of Shipwreck.

Mr. W. H. Stanton gives to the New York Tribune a description of the wreck of the bark Isaac Mead, which was run down by the steamer Southerner. The bark went down almost instantaneously, after being struck. Mr. Stanley says:

As we went down, I commenced drawing myself up by the rigging, and when I had cleared myself from that, I continued to descend, being drawn down by the sinking vessel. Exerting myself to rise to the surface, till after what seemed to me an age, I felt that I was no longer descending since the rush of waters had ceased. Although I descended rapidly, I was so long under water that I was in a nearly exhausted condition when I gained the surface.

As soon as I had cleared my stomach and lungs of water, I looked around to see where the steamer was, which had floated far to the southwest. About 100 yards to the southwest, I observed several things afloat, toward which I started, and for the first fifteen minutes had nothing to support myself with. I then found a board about three feet long and two wide, on which I rested for a moment, and took the first long breath. During all this time, the cries of those who were trying to sustain themselves were most heart-rending, and loud above all others was that of a female. I tried to throw off my coat and boots, but finding it impossible, turned out of my course to try to render aid to the lady. When near enough to save her, I called out to her to take courage, telling her that I would be soon with her—also not to spend her strength by calling for help, but to hold firmly to her plank, and she would soon be saved.

She replied that her strength was almost gone, and that unless she was soon saved it would be too late. At the same time a man a few yards from her, rolled off his plank, but whether he was previously dead or not, could not be ascertained; he neither struggled nor gave a sound, but immediately disappeared. The sea rolled so heavily, I could scarcely swim against it, and it was at this time that some of the floating planks or timber struck against my side and arm and threw me under water. Recovering myself, however, I turned to look at the lady, who was then being carried on the top of a high wave, and holding firmly to her plank; it rolled with her and she went under. By an almost superhuman effort, she recovered her position on the plank again and called for aid. She soon lost her hold again, and went down, but rising, asked me to help her, as she should soon go down, and when almost near enough to reach her plank, she gradually relaxed her hold, and with one long gurgling cry, disappeared forever.

For the first time I felt desolate and disheartened, fearing lest the steamer was going to leave us, and looked toward the land, but none could be seen. Another man soon after went down near me, crying for help and mercy, and I began to think my last hour was at hand. Suffice to say, that after being in the water for more than three quarters of an hour, he was rescued by the steamer's boat, yet, sad to relate, only nine were left to tell the mournful tale, twenty-four having gone to their final account. Of these, one was the child of the above mentioned lady, which the steward with praiseworthy humanity, carried through the waves, swimming with one hand, till no signs of life appearing, he left it. The steward was picked up in an exhausted state.

The fossil floras found in Europe exhibit ferns nearly five feet high, and with branches three feet in diameter, or nine feet in circumference.

**Gambling in Cities.**

The desire to obtain money, or articles of value, by means of lotteries, raffling, and other games of chance, is founded in a principle of dishonesty. This is speaking to the point—but as we believe the declaration to be true, we see no reason why it should not find utterance. It is not very flattering, certainly, to those who seek to get money or valuable articles, by means of the raffle, or lottery, yet, if the assertion be true, none are more interested than themselves in knowing it.

A truly honest mind can not desire to have what another possesses, without, at the same time, feeling a willingness to return therefor something that is fully equivalent in value. But, this is not the feeling of those who buy a lottery ticket for five dollars, hoping to get five thousand therefor: or who put fifty cents in a raffle, with the expectation of securing an article worth fifty dollars. In these cases, it is well understood, that what one wins others must lose; and the sentiment, either tacit or uttered, "So that I win, I don't care who loses," must be in the mind of each purchaser. Now, such a sentiment, we do not call an honest sentiment. If others do, there is simply a difference of opinion between us.

These few remarks are but preliminary to our extract from an article in the New York Tribune on the raffling clubs of that city. What happens in these raffling houses is often graphically told by the victims themselves. One victim, instanced by the writer in the Tribune, was a young lawyer of ability and reputation. He was unexceptionable in his habits of life and business, economical, prudent, thrifty, and the recipient of a handsome professional income. His wife was a woman of great moral and intellectual worth. Read the story of his temptation and his fall.

"Soon after his marriage he began to deposit \$50 a week for safe keeping with his wife. A sum of over \$2,000 was thus accumulated. In an evil hour he made the acquaintance of the proprietor of a celebrated raffling house, who applied to him for legal advice. They soon struck up an intimacy. He confided to the raffle keeper the fact of his having saved the sum above mentioned. This the other determined to get into his own possession. He laid his trap with great art. Having every thing in readiness, he closed the legal business on which he had visited the attorney, and invited him to bring his bill to his house that evening for settlement. The lawyer consented. On entering the room he found several gentlemen engaged in a raffle. He was asked to take a seat with them, and was introduced to the players. The stake was small. Each man put up two or three shillings, and the highest throw on three dice took the pool. He was induced to try his hand, and was successful; winning several pools. Elated with his good luck, he left the place, determined to make it

another visit. On arriving at his home he made the usual deposit. "That night," we use his own words, "I dreamed of nothing but the raffle. I was haunted with the thoughts of my good luck. When I awoke in the morning I was impatient for the evening to come. All day I counted the hours till the clock struck the time when I could resume the game. As soon as it was fairly dark, I was again at the table. But I had lost my luck. I played late, but could not win, though my losses were small. I continued the game till my opponents closed. Returning the next night I was again unlucky. I lost in small sums to such an amount that I was obliged to break in upon the deposit of \$50, and for the first time failed to entrust it with my wife. I became more and more excited. My brain seemed on fire. I urged my companions to higher play. But all to no purpose. I seemed doomed to the worst fate. At this stage of my career, I was introduced to the Faro Table by a notorious gambler. Here I began to play, flushed with the hope that fortune would turn. My ill luck pursued me. I lost more than ever. I played for larger sums and was always unsuccessful. At length I began to encroach on the deposit. Every cent of it was lost. Every thing that I could earn went with it. I scraped all I could together from borrowing of my friends. But it was all in vain. I was stripped of every thing. I had become a gambler, and was now a beggar.

"It is but a few months since this unfortunate man was employed in a suit of considerable importance, and a large retaining fee placed in his hands. This was parted with at the Faro Table. He was now desperate. He succeeded in obtaining a loan from his client of a few hundred dollars. This went with the rest. Soon after a judgment of a large amount was obtained in favor of his client. The money was paid over to him on Friday, and before Sunday morning it was all gone. He then saw that disgrace and punishment would follow exposure. Pawning his office furniture and law books, he raised enough to enable him to leave the city clandestinely. His family was left in destitution and misery, ignorant of the cause of the cruel treatment they had received, and have since separated from him entirely."

A sad history this; and one that our young men should ponder well. Vice usually has small beginnings. It is a scarcely perceptible stream: yet it soon winds, and the current becomes rapid, until, in the end, it pours its hurrying and turbid waters into the sea of destruction.

Let games of chance, no matter in what inviting or popular form they present themselves, be avoided as something evil. A healthy desire is bounded by the means of external gratification which active industry gives. It does not want what it can not honestly possess.

**Boys out after Nightfall.**

I have long been an observer, as I am a sympathizing lover of boys. I like to see them happy, cheerful, gleesome. I am not willing that they be cheated of the rightful heritage of youth—indeed, I can hardly understand how a high-toned, useful man can be the ripened fruit of a boy who has not enjoyed a fair share of the glad privilege due to youth. But while I watch with a very jealous eye all rights and customs which entrench upon the proper rights of boys, I am equally apprehensive lest parents who are not fore-thoughtful, and who have not habituated themselves to close observation on this subject, permit their sons indulgences which are almost certain to result in their demoralization, if not in their total ruin; and among the habits which I have observed as tending most surely to ruin, I know of none more prominent than that of parents permitting their sons to be in the street after nightfall. It is ruinous to their morals in all instances—they acquire under cover of the night an unhealthful and excited state of mind; bad, vulgar, immoral, and profane language, obscene practices, criminal sentiments, a lawless and riotous bearing; indeed, it is in the street after nightfall that boys principally acquire the education of the bad capacity for becoming rowdy, dissolute, criminal men. Parents should in this particular have a most rigid and inflexible rule, that will never permit a son, under any circumstances whatever, to go into the street after nightfall with a view of engaging in out-of-door sports, or meeting other boys for social or chance occupation; a rigid rule of this kind, invariably adhered to, will soon deaden the desire for such dangerous practices. Boys should be taught to have pleasure around the family center-table, in reading, in conversation, and in quiet amusement. Boys, gentlemen's sons, are seen in the streets after nightfall, behaving in a manner entirely destructive of all good morals. Fathers and mothers, keep your boys at home at night, and see that you take pains to make your home pleasant, attractive and agreeable to them; and, above all, with a view to their security from future destruction, let them not become, while forming their character for life, so accustomed to disregard the moral sense of shame, as to openly violate the Sabbath, by indulging in street pastimes during its day or evening hours.

**A TRUE FRIEND TO THE BOYS.**

The policy which strikes only while the iron is hot, will in the end be exceeded by the perseverance which makes the iron hot by striking.

"Are you going to educate your children?" it was asked of a German farmer in Pennsylvania.

"No—my eldest son learned to write, and he forged my name."

The reasoning of the farmer was just, if learning to write be the whole of education.



**MRS. PARTINGTON AT THE THEATER.**—Mrs. Partington, according to the New York Tribune, has been in that city, and while there witnessed a play by Spoke-share, called "Just as You Like it." She says a man named Jake spoke a piece called "Seven Edges," and it made such an expression upon her, that she learnt it by heart. It was as follows:—

All the world's a stage,  
And all the men and women are merely passengers;  
They have their axes and their en try ways  
And one man keeps time and plays his part,  
And all the axes have seven edges. First the baby,  
Mewing, etc., in its nurse's arms;  
And then the winning school boy, with his scratch-all,  
And shining mourning face, running like a snail  
Unwittingly to school; then the lover,  
Sighing like a foundry, with an awful bandage  
Made for his mistress's eye-brows; then the soldier,  
Zealous in horror, scrubbing a stick in quarrel,  
Seeking the blubber refutation  
Into the cannon's mouth; then a justice of the peace,  
In fair round belly with good apron lined;  
His eyes so sore, and beard of normal cut,  
Full of old handsaws and modern mischances:  
And so he brays his parts; the sixth edge simmers  
Into the lean and slippery pair of pantaloons  
With youthful hose, well shaved, a world too wide  
For his crook shank; and his big homely voice,  
Turning a grain towards his people, pipes  
And mizzles in his sound; and last of all  
That ends this strange repentful history,  
In second childishness and mere pavilion—  
Sands' teeth, Sands' eyes, Sands' tasting, Sands' Sarsaparilla!

#### Phonography and Reporting.

For almost every winter, for some years past, a great commotion has been made, about the beauty and excellence of the phonographic system of reporting, and its virtues have been extolled to the skies, by persons who have managed ere this to make a snug living out of the verdancy of our young men. It has been stated, over and over again, that it is so simple that a child can learn it; that, after a practice of a month or two, the student will be able to report the most rapid speaker, and that its superiority over stenography is admitted by the best reporters in the country.

The whole of this is nothing but humbug. Phonography has its advantages, and so has stenography. Some of the best reporters in the United States, living and dead, are and were stenographers. Neither system will make a young man a reporter, who has not peculiar mental abilities, which are not possessed by all men. Every person can learn to speak, but how few are our orators! Every person can learn to paint, but how few Raphaels there are! Every person can learn to act, but how few Keans there are! Every person can learn stenography, or phonography, but how few good reporters there are—we mean, reporters who will follow a rapid speaker for two or three hours, with precision and accuracy. How many young men, of the numerous classes in phonography, that we have

heard of within the last few years, have turned out to be good reporters? Not one out of a class, on an average.

The truth is, there is a vast deal of humbug in praising one system of reporting over another. Some of the best reporters in the English Parliament use neither phonography or stenography, but an abbreviated system of long-hand writing. This shows that it is not the system alone, whatever it may be, that makes reporters. We venture to say, too, that, take five hundred young men, and teach them either phonography or stenography, and let them spend two or three hours a day, for two or three years, in practicing, not ten of the lot will make reliable and accurate reporters. Reporting will always be confined to the members of the press, whose business keeps them in constant practice; and if young men indulge the hallucination, that there is any royal road to this department of knowledge, they will discover, in the end, that they are a little mistaken—that, besides drudgery, something else is required. We have had something to do with reporters and reporting, and we know what we speak of in this respect.—*N. Y. Herald.*

**CRITICISM.**—An editor in Illinois speaks of one of his contributors in the following complimentary terms:

An interesting female correspondent sends us a very interesting piece of poetry, and timidly lisps a request for its publication. The moon is called bright—the stars are flattered with the original appellation of "meek-eyed"—the trees come in for a full share of eulogy, and the falling spring is pronounced silver plated, or something to that effect. Beside this, the poem is equally instructive on other important subjects. If Mary will send us an affidavit that she has washed her dishes, mended her hose, and swept the house, the week after she was "blasted with poetic fire," we will give in, and startle the literary world from its lethargy. For the present, we say *darn* your stockings, and *darn* your poetry, too.

#### The Interior of Africa.

Bancroft, a daring and intelligent English voyager, has, years ago, dissipated the delusion, that the interior of Africa is a "desert waste." He has shown that it is accessible to navigation and trade; that the climate is as healthy as that of the tropics generally; that there are regions of beautiful and fertile country, affording opportunity for legitimate commerce of indefinite extension. This adventurous traveler explored the Niger within forty miles of Timbuctoo. He has thrown light on thousands of miles of richly fertile and wooded country, watered by that great stream; and upon the ivory, vegetable tallow, peppers, indigo, cotton, wool, palm oil, dye woods, timber, woods, skins, and a great variety of produce, which invited the trade. To carry

on this trade in vessels which navigate the river it is necessary to have black crews. The London Spectator remarks: "Of course, the free blacks, educated in the West India trade, will become useful workmen in penetrating the native land of their race. We must depend, at least for generations to come, on the black race to supply the bulk of the crews." For our own part, we do not see why our own country should not compete with Great Britain for the rich trade of Africa. Nor do we know any more efficient method of competition than the proposed line of steamers.

**YANKEE PRIDE AND YANKEE SKILL.**—A gallant tar, who recently returned from a three years' cruise in the Brandywine, noticed in one of the papers, a few years since, an article copied from the "London Illustrated News," stating that some skillful penman in England had with his pen wrote the Lord's Prayer in a circle not larger than an English sixpence, in circumference. "Jack," with the usual characteristic pride of his countrymen, and having due confidence in his own skill, immediately determined to write the same prayer in a circle the size of an English threepence, which is little larger than our gold dollar. The difficult task was accomplished, and yesterday, with becoming yet modest pride, he exhibited to us the result of his labor, which was indeed a wondrous specimen of penmanship. Every letter and word could be distinctly read, with a magnifying glass, and yet, with the naked eye it seemed to be but a mass of fine hair strokes. On asking the sailor his name, he blushing replied, "I don't want my name to go in the papers. I read what an Englishman had done, and I felt some pride in beating him." Such is the indomitable pride of Yankee people.

*New York Sun.*

**THE INTERNAL COMMERCE OF THE COUNTRY.**—The aggregate value of the lake trade, as appears by the returns made at the bureau of Topographical Engineers, amounts to the enormous sum of \$158,485,269! or more, by \$40,000,000, than the whole foreign export trade of the country. The aggregate tonnage is 203,941 tons, of which 35,004 is foreign. The net value of the commerce of the western rivers is \$256,242,820; the value of vessels, \$18,661,680. The gross value of the internal commerce of the United States, which is almost double that of the net value, is \$985,554,974.

**SCIENTIFIC EXAMINATION.**—The Boston Traveler states, that Professor Agassiz is about to proceed to the South, intending to devote some weeks, in company with the officers of the Coast Survey, to a scientific examination of the coast of Florida, with a particular view to the formations of that region.

## THE SCHOOL FRIEND,

AND OHIO SCHOOL JOURNAL.

CINCINNATI, MARCH 1, 1851.

## Mingling the Sexes in School.

The almost unprecedented success which has characterized the introduction of the Union School system into Ohio and the neighboring States, has conferred great importance upon the decision of the question respecting the expediency of bringing the sexes together in the school room. The question is one which admits of many reasonable doubts, even in the minds of those whose experience would seem to have settled the matter conclusively. Sides are taken on it by those of the best ability, and the purest intentions, and that too at extreme distances. Even those who most strenuously advocate the utility of bringing the sexes together for the purpose of deriving therefrom additional stimulus for study, admit that the experiment should be tried guardedly—that the teacher under whose supervision they are to labor should be watchful, judicious, and lynx-eyed, to detect danger at a distance. They admit that the state of public morals may be such, that except under the most stringent regulations, the experiment would, in all probability, be a disastrous one. Whatever may be the intrinsic merits of the affirmative or negative of this question, it is quite certain that mere external circumstances, which are liable to be quite different in different places, may make it very proper or very improper to mingle the sexes in the school room. Provided the population of a town be large and compact enough to support a union school in which boys and girls may study and recite in the same room, the character of the teacher, the number of scholars, the arrangement of the rooms, play-grounds, etc., and the general moral bearing of the parents and pupils might render it highly improper for them to be mingled together, and *vice versa*.

To these varying and unmanageable circumstances we do not propose to turn our attention, but rather to some of the general principles which lie at the base of the question, and are the same at all times and in all places.

In answering this question to ourselves, we naturally inquire: "Is there any fundamental difference in the constitution of the mental and moral faculties of the male and the female being?" If the one is organized on a different plan from the other; if one possesses any faculties or intellectual forces, entire and distinct, which have been denied to the other, or if they both possess faculties of the same kind but so modified in degree, that the training best calculated to develop the one, is not the best calculated to develop the other, then certainly no advantage would be gained by attempting to educate them together, for it would be subjecting to the same process, things which are radically different, for the purpose of bringing about the same end. Whatever transcendentalists and poets may say about the essential distinction between the male and the female spirit, we believe that the great majority of enlightened individuals allow to both the same power of memory, of reason, of conscience, of imagination, and of will, and deny to one any faculty which is not possessed by the other. They are both endowed with memory and reason, which are often of great value in the practical affairs of life; and of conscience, and imagination and will, which are frequently quite useful. All these powers are to be developed and clothed with knowledge to perform the duties of human life, and we have not yet heard any one assert that the study of language, history, mathematics, etc. etc., makes the best preparation for the one, and not for the other. Without any further consideration on this part of the question, we shall take it for granted that in the intellectual organization of the sexes there exists no rational ground whatever for devising radically different methods of training them, or of separating them during the process of school education. From this source, likewise, can be drawn no argument against their being educated apart: so that so far as intellect alone is concerned, it can not be determined whether they would secure the best development separate or commingled.

If then there be no essential difference between the minds of males and of females, so as to require different appliances for their development, we shall next inquire

whether the practical duties of coming life, the future pursuits, vicissitudes, trials, etc., etc., require, on the part of the male, a cultivation of different faculties, or of the same faculties in a different way, from those of the female.

If the object of giving instruction to both sexes up to the period of choosing a profession, is simply to impart a limited and imperfect knowledge of those branches of learning which are indispensable to all, even the lowest classes of enlightened beings; if it be to give a boy so much of arithmetical knowledge as will enable him to keep accounts, and to perform other numerical calculations required by the necessities of actual life, and to give to the girl as much as will enable her to keep the market bills, and reckon the cost of a new dress, etc.; if it be desirable during their days of pupillage to impart to each, only so much of the different branches of knowledge as the experience of others has shown will be actually necessary in practice, then as the boy is to act in a different sphere from that of the girl, the acquirements most needful for his future success are not the acquirements most needful for the girl, and as they are striving to attain different ends there can be no advantage in bringing them together beyond that of mere convenience. But the mere acquisition of that knowledge, which shall be directly useful in practice alone, is not the great purpose which a well devised scheme of education seeks to secure. It labors after something higher and more enduring. Acquisitions in history, geography, arithmetic, grammar, etc., may be unused, may slip from the memory and be lost in oblivion, but the training which the mental faculties received during the process of their acquirement, will not go with them. The reason, trained to strength and activity, the memory rendered ready and retentive, the imagination chastened and enriched, will remain through all the scenes of life. If the future man needs a knowledge of the structure of language, so does the future woman; if one needs to have the logical powers sharpened to pierce the difficulties which beset our pathway, so does the other. If one needs the wisdom of history, or of philosophy, or of mathematics, so does the other. Destined to pass through life together, and to share in its joys, in the performance of its duties, and in the endurance of its trials, they both need all the clearness which study can give to the judgment, and all the wealth which learning can bestow upon the memory. Their wants are one. Up to the age of seventeen or eighteen, the obligation and the means of mental cultivation are the same for both. The same teachers, the same text books, the same habits of study and of recitation, are required by both. If then what we have advanced above be true, no argument drawn from the nature of the human mind, and no consideration deduced from the different spheres in which the sexes act, can be adduced against the scheme of educating them together, if there be no other reasons why they should be educated separately. If there be any reasons why they should not study nor recite in the same room, these reasons must be drawn from the danger of attachments and connexions being formed, which dash the best hopes of parents and blast the best prospects of the parties concerned—such things have happened in schools which were supposed to be conducted with the utmost care and foresight. We know of no reasons why the sexes should be shut up from each other, during their education, like the monks and nuns of old, except those drawn from these considerations, and these all disappear when a teacher of calm judgment and vigilant eye, presides over the school, assisted by an arrangement of rooms, play-grounds, etc., suited to the composition of his pupils.

Whenever the sexes are brought together in the study or recitation room, under influences suitable to restrain each within its proper sphere, who has not witnessed the increased harmony, the greater exercise of mental effort, the impulse given to every noble aspiration, and the corresponding check imposed upon every thing rude and coarse?

Nevertheless, theories, however well founded and beautiful, can not carry with them the weight of influence which follows the successful trial of a single experiment. We will, therefore, introduce the testimony of individuals under whose supervision the experiment has been made.

Mr. J. H. Shaw, Chairman School Committee, in Nantucket, Massachusetts, thus writes us in regard to the High School in that place:

"Both sexes attend it, sit in the same room, recite

together in the same classes, and pursue the same studies, as they do in all the schools—thus growing up together, and as we believe, much better prepared to live happily as men and women, later in life, than they would be if separated in childhood."

Mr. A. Morse, Principal of the above school thus writes:

"Both sexes attend the same High School, recite in the same classes, and sit in the same room, when not reciting. They enter the room at different doors, have separate yards for exercise, are separated from each other while in the school room by an aisle, four feet in width, and sit on different benches while reciting. I know of no disadvantages resulting from this arrangement, when the discipline and order of the school are of the right character. The advantages are essentially the same as are realized from female influence in the subsequent periods of life."

Mr. A. Parish, of the Springfield (Massachusetts) High School, thus writes:

"Both sexes attend the same school, sit in the same school room, and recite in the same classes. They are not allowed to associate, or engage, in any way, in amusement together, or do any thing which would be unbecoming young persons of their age, in genteel company. They are under such discipline, and so much under the eye of their teachers, that no complaint has ever been made, or objection raised by parents. The advantages in favor of this feature are many and great; and an experience of fifteen years, in three schools, (of some note,) in which I have been engaged in that time, tends to confirm my favorable opinion, that it is the *true mode*. The manners of boys may be softened and their character refined—their self-respect cultivated by the mere presence of the other sex. Girls may be taught to avoid that species of coyness to which a majority, perhaps, are subject—of speaking without embarrassment, when they should, while they increase not a whit in that unbecoming boldness, rudeness I may say, which is so repulsive in the other sex. Indeed my experience leads me to believe that there is no place so favorable, under the judicious management of the teacher, to cure a hoydenish girl as where she is made to feel that she is *observed and estimated* in all her movements by a large number of both sexes. But the great argument is—children are to be educated for future intercourse in society. Is not this one of the *first and most important* lessons they can be called to learn and practice? The teacher is *in loco parentis*—and the school only a large family—if what it should be—organized for the specific purpose of establishing right principles of action, and preparing the child in *ALL RESPECTS* for the sober realities of the future. Until the course of nature is changed, and all shall be brothers without sisters, or sisters without brothers, in the same family, my opinion will remain, I think, unchanged. One important condition however, is *indispensable*. Success depends almost wholly on the *sound judgment, good taste and tact* of the teacher, to direct the movements of the school. The teacher *must be qualified* for his post, or he may be the cause of infinite mischief by either *neglect or misjudged action*."

## Teaching.

To teach is to impart instruction or information to others. Those who are to be profited by oral instruction must, of course, be present to the Teacher, not in body merely, but in mind, that is, they must give him their attention: the will must be in a proper frame, they must be willing to listen, willing to learn, willing to be instructed; they must believe that they can learn, that they can be instructed, that the Teacher is competent to instruct them: not only this, they must have a desire to learn, not at some future time, but now; a desire to be instructed on the particular subject which is under consideration. But that this state of things may exist, the atmosphere of the room must be healthy and of a proper temperature, the body must be in a comfortable position, the mind must be unoccupied with other subjects and must be in that *impressible* state which can only be produced by arousing to action that desire for knowledge which, in the form of curiosity, always exists in the youthful mind.

These preliminary remarks will show the propriety



of many of the following principles or maxims which are commended to the attention of Teachers:

1. It is useless to communicate information or give instruction to scholars unless you can secure their attention.

2. To secure attention, the Teacher must lead the pupil to control his senses: the eye must be directed toward the instructor that there may be opportunity for that intercourse of mind with mind which can take place only through this medium; and the ear must be intent to catch not only the words, but those intonations and modulations of the voice which convey relations of ideas and shades of meaning too subtle for words to express.

3. It is of little avail to attempt to instruct those who are not anxious to learn, and, to learn that which you are attempting to teach.

4. The instruction given must always be nearly on a level with the capacities of those for whom it is intended, must have reference to their previous attainments, and be adapted to their present stage of mental development; hence it would be useless to attempt to explain to young children Kepler's laws, or the calculation of eclipses.

5. The amount of information communicated at any time must be proportioned to the capacity of the scholars: enough should be imparted at each recitation to furnish a repast for the desire for knowledge, to strengthen and invigorate the mind, but not sufficient to overtask its powers of digestion and assimilation, and thus clog the appetite.

6. The time occupied by any lesson or exercise must vary with their age and advancement; the attention of young children should not be confined to an exercise more than eight or ten minutes. Vocal exercises, especially those conducted in concert, should seldom continue more than ten or twelve minutes: many exercises, however, may occupy fifteen or twenty minutes, and the recitations of the older and more advanced classes, from thirty to forty-five.

7. The Teacher should always endeavor to call out all the knowledge possessed by the class on any subject before presenting any thing new.

8. He should never do any thing for a scholar which the pupil can be led or aided to do for himself: he should not answer a question directly, if by asking another or series of questions he can lead the scholar to answer it correctly for himself.

9. He should not solve a problem on the black-board, or explain a difficult point in a lesson, if there is a single scholar in a class who has mastered it; let the scholar do it if he can, first, because he will be likely to do it quite as well if not better than the Teacher; and second, that he and others may be encouraged to persevere and overcome difficulties in future.

10. Let it be remembered that the great secret of success in teaching consists in frequent and thorough reviews.

#### Spring Campaign.

The following circular speaks for itself. The teachers of Ohio may expect, ere long, that in most of the counties of the States the great privileges of an Institute will be offered to all.

MASSILLON, January 14, 1850.

MR. H. H. BARNEY—Dear Sir—The Executive Committee of the Ohio State Teachers' Association, desires to make arrangements for holding a Teachers' Institute, one week in length, during the coming Spring, in every county in Ohio, in which a sufficient number of Teachers may desire one. It is believed that by a proper concert of action between the Teachers of the State, and under the auspices of the State Teachers' Association, a great and good work can be accomplished, through the instrumentality of the proposed Institutes. But these Institutes can not be held unless a sufficient number of Lecturers can be pledged to take charge of the various branches to be taught; to you, therefore, as a zealous educator and an active friend of the common School cause, this circular is sent, and an early

answer to the following interrogatories, is respectfully requested:

Will you be willing and able to attend one or more of the proposed Institutes?

If so, what week or weeks between the 10th of March and the 17th of May next, can your services be had?

Upon which two of the following subjects would you prefer to lecture: Reading, Arithmetic, English Grammar and Geography?

Is there any other subject upon which you would desire to deliver a few lectures?

Will you be willing to occupy an evening or two, at each Institute, in addressing citizens and Teachers on some educational topic of general interest?

Is there any particular County to whose Institute you would prefer to go?

It is expected that at least two Lecturers will be secured for each Institute; and that, as a general thing, each Lecturer will labor in his own portion of the State, in order to avoid traveling expenses. It is expected that each Lecturer's actual expenses, at least, will be paid by the Institute in which he may labor, but the Executive Committee dare make no pledges of pay. The labor to which you are invited, will probably be one of love, yet it is believed that your zeal will be none the less fervent on that account.

Please address, at your earliest convenience,

LORIN ANDREWS,

Chairman of Ex. Com., Massillon, O.

LORIN ANDREWS,	} Ex. Com.
R. F. HUMISTON,	
D. F. DE WOLF,	
JAMES CAMPBELL,	
DARIUS LYMAN, JR.,	
L. W. ANDREWS,	
C. S. ROYCE,	

For the School Friend.

#### Grammatical Difficulties.

Notwithstanding we read in every treatise on English grammar, that it teaches to speak and write the English language correctly, there is not to be found a book in the English language, that is more ungrammatical, or that is more replete in absurd terms,—terms that are in violation of the very principles it professes to teach correctly. For instance, *pluperfect* tense,—that is, *more than perfect*. *Intransitive* action!—that in which there is a real movement, or change, and nothing moved or changed. *Disjunctive* conjunction, that in which something is *disjoined* and *joined* at the same time. In the name of common sense, did any one ever hear of such *perfection*, or such *action*, or such *joining*? No where except in those grammars, which profess to teach us to speak and write with propriety.

Having been for a number of years fully satisfied of the incorrectness of those systems of grammar that are now extant, (except Wm. S. Cardell's Philosophical Grammar,) as well as the apparent limited information of those who advocate those "out of date systems," I have been induced to propound a few questions for examination and explanation, by those individuals, who profess to think that the science of grammar, at the present time, is not ungrammatical, which the writer of this article boldly asserts is an incontrovertible fact, which he is able to prove. The questions proposed are as follow, viz.—Why is "will love" and "shall love" in the indicative mood, and "would love" and "should love," the past tense, in the potential mood? In the phrases "John stands on a slack rope," "Sarah sits in a rocking chair," "The child has blue eyes," "This chair equals that chair." Why are the verbs "stands" and "sits," neuter, when the verbs "has" and "equals" are transitive active verbs? as most of the grammars and dictionaries assert that they are. Is there any more action in the verb "has," than in the verb "stand." In the phrases "The knife lies on the table," "The table supports the knife." Is there any more action in the verb "supports," than there is in the verb "lies"? yet the first is called a *neuter* verb, while the other is called a *transitive* active verb. Why is "will love" in the *future* tense when "can love" is in the present tense? Is a verb in the imperative mood, in the present or future tense? Or in the phrase "James has to read;" is the verb "to read" in the present or future tense? Is there a *verb* in the English language, that does not denote action?

I will now give a few sentences for parsing, which I wish to be correctly parsed and explained, without forming a rule for the particular case, as some of the authors of late works have seen proper to do.

"I was taught grammar." "I was allowed great liberty." "He was forbid the presence of the king." "Theresa

was forbidden the presence of the king?" "She was offered them by her mother." Are the words, "grammar," "liberty," "presence," and the pronoun, "them," the objects of the passive verbs, or of some preposition under stood?

S. W.

Buckingham, Pa.

I am sorry you have precluded the publication of *fluxionary* questions in the "School Friend," as I had intended occasionally to have furnished such questions, and I believe they would have been of the utmost importance to the young mathematician. It was in that manner I obtained a knowledge of *fluxions* while contributing to the "Mathematical Diary" of New York, conducted by the celebrated Dr. Adrian. The author of the "Mechanique Celeste," La Place, states that the "Ladies Diary," which has been continued for one hundred and fifty years in London, had made more mathematicians than all the colleges in Europe. I sincerely wish that the mathematical department in the "School Friend" may be enlarged rather than diminished. I will endeavor to get you some new subscribers.

I observed that you had given in the last number of the "School Friend," the *theorem*, viz.: when equilateral triangles are described on the sides of a scalene triangle, and lines drawn from the centers of the equilateral triangles, they will form an equilateral triangle. This theorem occurred to me a long time ago, and I wished an original demonstration of the same, which I thought might be of great importance. I have given an original demonstration to the (47th prop. of E.) notwithstanding I have seen seven different demonstrations of the same theorem, yet I think that mine is *even* better than Euclid's. I am anxious to see a demonstration of the above *theorem* by some of your western mathematicians.

s. w.

#### Geometrical Questions.

11. Prove that any point in the line which bisects any angle, is equally distant from the sides which contain the angle.

12. Prove that parallel lines are every where equally distant from each other.

13. Prove that in equal circles, equal angles are measured by equal arcs.

14. If the sides of one triangle are respectively perpendicular to the sides of another triangle, prove that the two triangles are equi-angular.

15. Prove that any side of a triangle is greater than the difference between the other two sides.

16. If two circles have a common center, prove that any chord of the larger circle which is tangent to the smaller circle, is bisected at the point of tangency.

17. Prove that the lines which join the middle points of the adjacent sides of a rectangle, form a rhombus.

18. Prove that the lines which join the middle points of the opposite sides of any quadrilateral, mutually bisect each other.

19. Prove that the area of the small triangle, which is formed by joining the middle points of any two sides of a triangle, is equal to one fourth the area of the larger triangle.

20. Prove that each one of the triangles which are formed by lines drawn parallel to the base of an isosceles triangle, is an isosceles triangle.

#### MATHEMATICAL DEPARTMENT.

We are reluctantly compelled to defer the publication of the solutions to the mathematical questions, until next month. This will give our scientific correspondents a little more time to consider the question of Mr. Ferrel, published in the January number. It is a problem of great beauty, and is worthy the attention of the most skillful of our readers. In the mean time we may remark that but three solutions to it have been received, one of which is analytical, and two geometrical. Of the latter, one is from the eastern side of the Alleghanies, and is a most beautiful affair. The problem is interesting, but this solution, which we expect to publish, unless a better one appears, will be found to possess even greater interest than the problem itself.

ABSTRACT of the Examinations of Teachers by the Board of Examiners of Highland County, Ohio, from 1st May, 1838, to 1st May, 1850.

DATE.	LICENSED.				Rejected.	Total Examined.
	For Reading, Writing, and Arithmetic.	For Geography and English Grammar.	For Higher Branches.	Total Licensed.		
May 1, 1838, to May 1, 1839,	56	18		74	19	93
May 1, 1839, to May 1, 1840,	52	23	1	76	20	96
May 1, 1840, to May 1, 1841,	63	36	6	105	38	145
May 1, 1841, to May 1, 1842,	56	27	2	85	28	113
May 1, 1842, to May 1, 1843,	51	36	11	98	11	109
May 1, 1843, to May 1, 1844,	42	32	23	97	23	120
Six years .....	322	172	43	537	139	676
May 1, 1844, to May 1, 1845,	45	52	12	109	13	122
May 1, 1845, to May 1, 1846,	44	47	15	106	7	113
May 1, 1846, to May 1, 1847,	42	31	23	96	7	103
May 1, 1847, to May 1, 1848,	48	30	23	101	12	113
May 1, 1848, to May 1, 1849,	48	36	20	104	7	111
May 1, 1849, to May 1, 1850,	5	42	7	54	2	56
Six years .....	232	238	100	570	47	617
Twelve years .....	554	410	143	1107	187	1294

A true abstract from the Journal of the Board.

ISAAC SAMS, Clerk.

HILLSBOROUGH, January 14, 1851.

SIR,—According to the promise which I made you at Columbus last month, I herewith inclose an abstract (heretofore published in the journals of this county,) of the examinations of Teachers in Highland for the twelve years since 1838.

I was first induced to draw it up, by the terrific onslaught of the teachers at Springfield, last summer, on the examiners in general, charging that body of functionaries with incompetence and venality.

It will be found that the Board of this county have rejected, in the first four years, nearly one-fourth, and in the whole twelve years, nearly one-sixth of all applicants.

The by-laws require the examination to be conducted in writing, no text book or slate being used; and that no certificate shall ever be granted without such examination. This ordeal proved to be so severe as to drive at once many incompetent teachers from the county; but its inflexible adoption secured a *Record*, by which either the teacher or examiner could at any moment justify himself before the public.

And in no instance of the 1,294 examinations, has it been necessary to publish an examination as a justification against, or a proof of, a charge of unfairness or incompetence.

On the contrary, the examiners of this county have in their experience found verified a remarkable passage in the Report dated January, 1846, made to the Legislature by the late State Superintendent, who was for a time an associate of the Highland Board:—

"A severe scrutiny of qualifications will not be less beneficial to applicants. A disapproval may pierce the heart; yet a young man of high ambition, eager to be distinguished or useful, will be stimulated to more active diligence, and will never tire until he surmount the obstacles and obtain the victory."

"The day will arrive, when, placing himself, in imagination, in his former position, he will be ready to utter the sentiment—'Let the righteous smite me; it will be a kindness; and let him reprove me; it shall be an excellent oil which shall not break my head.'"

"One who will thus rise with renewed vigor from his fall, will become an ornament to his profession; while he who would be stricken down with disappointment, will show, by his want of energy, an incompetency to lead the education of an aspiring youth."

"It is within our knowledge, as proof upon this point, that one school examiner in one of our counties, by his fidelity and strictness, revolutionized the character of teachers,—one, too, who has risen from a transient un-

popularity, resulting from what was deemed severity, to an abiding confidence in the affections of that people."

And it may be said truly, that many faithful teachers whose minds were found, at the first trial, unprepared for the arduous duties they were about to undertake, when satisfied as to their deficiencies, and instructed as to the means of supplying them, have returned with augmented ability and expressions of gratitude for the friendly counsel which led to their more earnest and diligent investigations.

I had, however, another motive in publishing this abstract.

In the verbal report of the condition of education in this county, made at Springfield, last July, by a gentleman then a teacher in Hillsborough, that gentleman was prevented, by the limit of time, from presenting other than the most lugubrious and melancholy part of his account of the position of Highland county. Hence his report was imperfect.

It will be seen from the abstract I send you, how great has gradually been the improvement in the knowledge and capacity of the teachers. In the first four years, there were *nine* licensed for more than Geography and English Grammar; in the last eight years, there were *one hundred and thirty-four*.

But it should have been reported, at that time, that an "Association of Teachers" was maintained for six years from 1840 to 1846. When the establishment of two different literary institutions in the country, and one other near its border, divided the interests of its associates and led to its discontinuance.

Since 1845, the Hillsborough Academy has actually furnished to the schools from among its students forty-one well prepared teachers.

There is also in Hillsborough, and has been for eleven years, a chartered Female Seminary of the first order, which has furnished to the common schools of the county twenty-nine lady teachers; making for Hillsborough seventy, without mentioning the number supplied from the flourishing Academy at Greenfield in this county.

In fine, a motive for publishing this paper and its explanations, is the hope that the examiners of other counties will furnish for publication in your columns, similar abstracts of their proceedings.

In just statistics there are vast sources of wisdom. They are the masses of classified facts, from which, and from which alone, sound inductions can be drawn. Besides, sir, you remember the last meeting of the Association did not pass without an expression of the contempt and disgust which are too often felt by teachers in presence of their examiner.

The eloquent gentleman from Trumbull county, whose sound head, and warm heart, and honest utterance, won him such honorable sympathy from all who heard him, could scarcely find language to convey his deep abhorrence of a certain class of officials, under whose harpy talons it is perhaps sometimes the fortune of worthy and far better men to fall.

Now, when a body of men, selected by the Court of Common Pleas, as suitable, for their character and competency, to fill an office requiring so much knowledge and firmness, tact and patience, as does that of School Examiners, are publicly assailed by those who should know of what they speak, as ignorant, insolent and corrupt, it is high time that the guiltless should proclaim and vindicate their innocence.

I am, sir, your obedient servant,

ISAAC SAMS.

#### Teachers' Institutes.

The Executive Committee of the Ohio State Teachers' Association, has the pleasure of announcing to the friends of education, that many popular and experienced Teachers have freely and generously offered their services, as Lecturers and Instructors, in a series of Teachers' Institutes, proposed to be held under the auspices of the State Teach-

ers' Association, during the coming spring. Sufficient pledges have already been given the Committee, to supply at least twenty-five Institutes with accomplished Lecturers; and the Committee feels confident that a much larger number can be supplied. Two Lecturers, at least, will be appointed for each Institute; and it is hoped that the Lecturers will be aided by Teachers and others, who reside in the counties where the Institutes will be held.

Instructions will be given, at least, in English Grammar, Geography, Arithmetic, Reading, and, if practicable, Physiology. The Institutes will be one week in length, unless special reasons exist for a greater length of time. The Lecturers will not expect pay for their services, yet it is hoped, though not required, that their actual and necessary traveling expenses will be defrayed.

Enough friends of popular education certainly ought to be found in each county to excite the requisite interest and make the local arrangements necessary for holding a good Institute. It is respectfully suggested to the County Examiners of each county, either themselves to act as a local committee, or to appoint others to do so. The first thing to be done by the local committee, is to decide whether the circumstances will warrant an attempt to hold an Institute in their county. If the decision is in the affirmative, immediate application for the appointment of lecturers should be made to the chairman of the Executive Committee, accompanied with suggestions as to the most convenient time, place, etc., for holding the proposed Institute. The Executive Committee will then appoint the time for holding the Institute, and will also assign Lecturers, and will forthwith inform all the parties concerned of the various appointments. As soon as the appointments are made, the local committee should issue notices of the proposed Institute, and make every exertion to excite a warm interest among Teachers, and, if possible, secure a large attendance.

Editors in Ohio are earnestly requested to insert this notice in their papers and call attention to the importance of immediate action.

Applications for Lecturers should be made immediately. Please address LORIN ANDREWS, Chairman Executive Committee, Massillon, Ohio.

LORIN ANDREWS,  
R. F. HUMISTON,  
D. F. DE WOLF,  
JAMES CAMPBELL,  
DARIUS LYMAN, JR.,  
I. W. ANDREWS,  
CHAS. S. BOYCE,  
Ex. Committee.

Massillon, February 13, 1851.

#### Education.

BY MRS. L. H. SIGOURNEY.

If thou hast plucked a flower  
Of richest, rarest ray,  
And borne it from its garden bower,  
Thou knowest 't will fade away:  
If thou hast gathered gold,  
Untrusted and refined,  
That glittering hoard of worth untold  
Thou knowest the thief may find.

There is a plant that fears  
No adverse season's strife,  
But with an inborn fragrance cheers  
The wintry eve of life;  
There is a wreath that foils  
The robber's roving eye,  
The guardian of the mind that toils  
For immortality.

Oh, ye whose brows are bright,  
Whose bosoms feel no thorn,  
Seek knowledge by the rosy light  
Of youth's unfolding morn;  
With ardor uncontrolled  
Seek wisdom's lore sublime,  
And win the garland and the gold  
That can not change with time.



## ITEMS.

☞ The difficulties between the City Council and the School Board of our city, have been so arranged that the teachers have been paid their dues so long withheld. The "bill of items" so long refused by the School Board, was yielded up to the City Council under a protest. The Council announced, that hereafter, all bills or orders in behalf of the city schools, must be made out by the Clerk of the Council instead of the Clerk of the School Board.

☞ The New York Journal of Education announces the death of Professor CHASE, of Dartmouth College, N. H.

☞ Our thanks are due to the Honorable Speaker of the Senate, and Mr. SCHIFF of the House of Representatives, for important public documents.

☞ The "Grammatical Difficulties" we will attend to in the next Number.

☞ We have been informed that GEO. WILLEY, Esq., the present able Superintendent of the Cleveland Schools, is soon to resign his appointment.

☞ The Annual School Report of the State Superintendent, Mr. KING, has been sent to us. From it we learn that Ohio contains 9,590 whole districts—1,342 fractional districts—7,924 male teachers—5,168 female teachers, (13,092 in all)—236,827 male pupils enrolled—184,906 female pupils enrolled, (421,733 in all)—190,891 male pupils in average daily attendance—146,984 female pupils in average daily attendance. \$393,642 have been paid to male teachers during the past year, and \$112,824 to female teachers, (\$506,467 in all.)

☞ During the past term of three months, the absence in the Male and Female Departments of the Cincinnati Central School was 4 7-10 per cent. The daily absence in the Female Department, consisting of 72 pupils enrolled, is 5; in the Male Department, consisting of 66 pupils enrolled, was 1 5-10. The per cent. of absence in the Female Department, was 6 9-10; in the Male Department, 2 5-10.

☞ THOS. H. BENTON, jr., Superintendent of Schools in the State of Iowa, has petitioned the Legislature for an appropriation of \$900, to be expended in three equal parts in three years, in defraying the expenses of holding Teachers' Institutes in different parts of the State.

☞ GOOLD BROWN, Esq., the Author of the "Institutes of English Grammar," is about to issue another work, entitled "The Grammar of English Grammars."—The editor of the New York Journal of Education, who has been permitted to examine a portion of this production, says: "The labor performed by the ingenious author in the present instance, is truly Herculean. Of this the reader would be convinced, who should turn over a dozen pages of the work: he would, moreover, if conversant with the extant works in this department, be surprised at the minuteness of detail, and the compass and amplitude of the 'Grammar of Grammars.'"

☞ The Controllers of the Public Schools of Philadelphia have just sent out their Report, which exhibits the schools in a flourishing condition. On the 30th of June, 1850, there were in the City, 256 schools—727 teachers—23,706 male pupils, and 21,677 female pupils. The total amount of expenditures for school purposes was \$332,433.00. The expense on each pupil was \$6.42. The education received in these schools is as thorough and symmetrical as can be obtained by any other means, and at a mere nominal expense. The same number of scholars educated in private schools, not so well, would cost the enormous sum of \$1,329,732.00, at least, and private teachers would starve at that.

### Third Annual Report of the Executive Committee.

The attendance at our last semi-annual, and at the late annual meeting, the continuance of

the work of classifying Public Schools, and introducing Union Schools, and the interest in Teachers' Institutes, are evident indications of a steady and healthy progress in the cause of popular education in our State. Though it has been painful to the Committee to reply to the numerous and pressing calls, accompanied by the offer of a liberal compensation, for assistance in conducting Teachers' Institutes, that it was not in their power to furnish such aid; still, it is gratifying to be able to state that a good number have been attended, and some fifteen hundred or two thousand Teachers have been instructed in them during the year. Could the Legislature know one half of the interest felt in this subject, or hear the urgent appeals for aid in this field of labor, they would be satisfied of the importance of providing for the immediate appointment of a corps of competent men to be employed in introducing and conducting Institutes in every county in the State. Could this Association give assurance of furnishing one or two such men, there is no question, from the experience of the last three years, that Institutes might be held in three-fourths of the counties before the first of December next.

At the time of our second annual meeting, many of the friends of our cause had high hopes for its advancement from the enactment of a law providing for an efficient supervision of schools, but by the failure of the Legislature to appoint the officers after the law was passed, they were doomed to disappointment: at the same meeting it was confidently hoped that the adoption of a new Constitution would, before this time, have removed from the Legislature the standing excuse for their neglect to provide for the revision of our present School Laws; but this cherished hope, so long deferred, has been disappointed.

It is, perhaps, unnecessary here to dwell upon the course pursued by the General Assembly in regard to our School System for the last eight or ten years; to state how the claims of local legislation, the chartering of Turnpike, Plank Road, and other companies, having to do with the investment of a few hundred dollars, and interesting only a few scores of citizens, have been allowed to occupy the Legislature during some of the longest sessions ever held in the State, while the great business of preparing a system providing efficiently for the proper education of the present and coming generations of our youth—a question paramount to all the party issues, to all the banking or tax laws; more important, indeed, than any question which has been agitated since the adoption of the Constitution—is permitted to remain unfinished, if not unattended.

It is proper, however, here to inquire, what is the magnitude of the interest our State has in Common Schools. The State School Fund is now not far from \$300,000, and from one-half

to three-fourths of a million, in the aggregate is annually paid for their support. The number of children and youth entitled to their benefits is 180,163; of these, thirty-six thirty-sevenths, or 788,267 (more than three fourths of a million,) depend entirely upon these Schools for their instruction. These youth, now on the stage, constituting more than one-third of the entire population of the State, and soon to have the control of all its interests, have therefore a claim upon the Legislature for the immediate introduction of the best system of education which human ingenuity and benevolence can devise; and if the Legislature can not prepare such a system, they have the right to demand the appointment of a committee of persons who are competent to do it; the expense of the work need not exceed one thousand dollars.

We say that they have a right to claim that this be done immediately; for time does not wait for the movement of those who will not do the work themselves nor allow others to do it.—With all these youth, the years during which they can attend school, are rapidly passing away; the average duration of school age can not be more than twelve years: one twelfth, therefore, of the whole number, or some 65,000, are annually leaving school and all its opportunities, the greater proportion of them being of age and expected to enter, educated or uneducated, properly prepared or unprepared, upon the discharge of all the great duties of life; of these, at least twenty-five or thirty thousand will be voters, a number sufficient, should all act together, to decide the adoption or rejection of the new Constitution, or to determine the fate of any measure of State policy which may arise for years to come.

In what notes of reprobation would these thousands, and their predecessors during the last five or six years, who have been obliged to leave our schools without that preparation which they might there have received, and who have thus been most deeply and irreparably wronged, raise their voices to the Representatives who have thus inexcusably neglected their claims, did they rightly appreciate the rich boon of which they have been deprived, the priceless treasure of a good education!

To the members of this Association, and the faithful and devoted Teachers scattered through the State, must we look for the agency which is to arouse the whole community to such an appreciation of the importance of this subject, as will secure the election of Legislators who will not permit the greatest interest of a free State to lie neglected, or to give precedence to those of minor consequence.

In behalf of the Executive Committee.

A. D. LORD, Chairman.

Columbus, Dec., 1850.

THE PRESENCE OF PARENTS IN THE SCHOOL ROOM.—I have received such prompt, cheerful and almost unanimous co-operation of parents in cases of discipline, that I have very little room to complain. I fear, however, that there are still some who do not sufficiently feel the necessity of being present themselves frequently, and at all hours in the day, to witness the regulations and exercises of the school. I wish they could appreciate the salutary influence their presence carries with it in the school room; I know they would very soon regard it as one of their imperative duties to be there often. I well remember the time, when I was a school boy, that one word of approval from my parents, before my school-mates, would melt my mind and heart into the sweetest humor for obedience and duty. And now, when I am trying to teach, one smile of approbation from a kind visitor, relieves me of a mountain load.—*Home School Journal.*

For the School Friend.  
The Dominical Letter.

The framers of the calendar, designated the first seven days of the year by the first seven letter of the alphabet, the first day of January being denoted by A, the second by B, the third by C, the fourth by D, the fifth by E, the sixth by F, the seventh by G, the eighth by A, the ninth by B, and so on to the close of the year; except that the intercalary day in leap year—the twenty-ninth of February—either had no letter appropriated to it, or was considered as being denoted by the same letter as the twenty-eighth.

That letter which in any year corresponded to the Lord's day, was called the Dominical or Sunday letter for that year, from the Latin word *Dominus* (Lord), because the letter designated the day of the Lord, or, as it is now more frequently, but with less propriety, termed Sunday.

A year consists of three hundred and sixty-five days in common years, and of three hundred and sixty-six in leap years. Three hundred and sixty-five days make fifty-two weeks, one day; hence, a common year begins and ends on the same day of the week, and in leap year terminates on the next succeeding day: therefore, whatever letter, in a common year, is the dominical letter, the next preceding letter will be the dominical letter for the next succeeding year. Thus, 1850 came in on Tuesday, and 1851 on Wednesday. In 1850, Tuesday was designated by A, Wednesday by B, Thursday by C, Friday by D, Saturday by E, Sunday by F, and Monday by G. In 1851, Wednesday was designated by A, and, consequently, Lord's day by E, which is the letter next preceding the dominical letter for the year 1850.

In 1852, Thursday will be designated by A, and Lord's day by D, during the months of January and February; but, in consequence of the intercalary day—the twenty-ninth of February—to which no letter was assigned, the first Lord's

day in March will correspond to the letter C, and, of course, the remaining Lord's days in the year to the same letter. This shows why there are two dominical letters for leap year, and why the one for the last ten months of the year is the letter next preceding that for the first two months.

Perhaps the reason will be rendered plainer by the following illustration. The twenty-sixth of February being the fifty-seventh day of the year, that is, the first day of the ninth week of the year, will fall on the same day of the week as the first day of the year (Thursday, 1852) Hence we have:

1852—February 26, Thursday,	A.
“ 27, Friday,	B.
“ 28, Saturday,	C.
“ 29, SUNDAY,	— or C.
March 1, Monday,	D.
“ 2, Tuesday,	E.
“ 3, Wednesday,	F.
“ 4, Thursday,	G.
“ 5, Friday,	A.
“ 6, Saturday,	B.
“ 7, SUNDAY,	C.

From which we see that the dominical letter for the last ten months in leap year, is the letter next preceding that for the first two months.

For the information of some, and to understand what follows, it is necessary to state, that in the Julian calendar, which obtained from forty-five years before Christ till October 5, 1582, every year divisible by four was a leap year; but in the Gregorian calendar, which took the place of the Julian, every year divisible by four is a leap year, *excepting the centennial years which are not divisible by four hundred.* Thus, 1600 was a leap year, while 1700 and 1800 were common years.

We shall now proceed to show how the dominical letter may be found for any year of the Christian era, from the year 1 to A. D. 2000.

In the Julian calendar, the bissextile or leap year returning invariably every four years, if we multiply seven, the number of letters that may designate Sunday, by four, the number of years in which one leap year occurs, we have a period of twenty-eight years, called the *solar cycle*, in which the dominical letters will return, in the same order. Thus, in the Julian calendar, when we had the dominical letter for any period of twenty-eight years, in the following twenty-eight years, or in any similar period of twenty-eight years, the dominical letters would return in the same order.

But in the Gregorian calendar, since the centennial years are not leap years, except they are divisible by four hundred, the entire period of intercalation is four hundred years; this would give two thousand eight hundred years as the complete cycle of dominical letters; but since there are five dominical letters in each four years, there will be five hundred dominical letters in four hundred years. This repeats the

seven letters seventy-one times, and a remainder of three letters; but in four hundred years there is an omission of three leap years, therefore each period of four hundred years gives a complete cycle of the dominical letters. This period, however, is too long to be of much service, but the period of twenty-eight years may still be used advantageously in finding the dominical letters in the Gregorian calendar, as will be shown presently.

When we know any year which commences on Sunday, the dominical letter is A. We can then easily determine all the years of that century which commence on Sunday. Thus, A. D. 1786 commenced on Sunday; subtracting from this, successively, twenty-eight years, we find that 1758, 1730, and 1702, each began on Sunday; therefore, the dominical letter of 1702 was A; that of 1701, B; 1700, C; 1699, D; 1698, E; 1697, F; 1696, being leap year, had two letters, G, A; therefore A was the dominical letter at the commencement of 1696. Again; by subtracting twenty-eight years, successively, from 1696, and recollecting that the year 1600, being divisible by four hundred, was a leap year, we find that 1584 began on Sunday. Hence, 1583 began on Saturday, and 1582 closed on Friday. The year 1582 would have commenced on Friday, and consequently the dominical letter would have been C, had it not been for the suppression of ten days in October, in passing from the old style to the new. The suppression of these ten days changed the number of the day of the week three units. Making this allowance, we find that the dominical letter for that part of the year preceding the suppression of ten days, was G. Hence, 1582 had two dominical letters—G before the suppression and A after it; it, therefore, began on Monday, and 1581 on Sunday; hence, A was the dominical letter for 1581. Now, there were 1580 years of the Christian era preceding 1581; in this period there were fifty-six cycles of twenty eight years each, and a preceding period of twelve years. It follows, therefore, that A. D. 13, like A. D. 1581, began on Sunday, and the dominical letter was A; hence, the dominical letters for A. D. 12 were B, C; for 11, D; 10, E; 9, F; 8, G, A; 7, B; 6, C; 5, D; 4, E, F; 3, G; 2, A; and for A. D. 1, B. Therefore, the first year of the Christian era commenced on Saturday.

By constructing a table for a cycle of twenty-eight years, a specimen of which we shall give presently, it will be easy to find the dominical letter for any year prior to 1786.

The dominical letter for 1786 was A; then 1787 was G; 1788, F, E; 1789, D; 1790, C; 1791, B; 1792, A, G; 1793, F; 1794, E; 1795, D; 1796, C, B; 1797, A; 1798, G; 1799, F; 1800, E; 1801, D; 1802, C; 1803, B; 1804, A, G. Here we find A, G, are the dominical letters for 1804; hence the same letters will recur in 1832, 1860, and 1888; F in 1889; E,



1890; D, 1891; C, B, 1892; A, 1893; G, 1894; F, 1895; E, D, 1896; C, 1897; B, 1898; A, 1899; G, 1900; F, 1901; E, 1902; D, 1903; C, B, 1904; and so on till 1916, of which the dominical letters are B, A. Then, by the period of twenty-eight years, we find that B, A, are the dominical letters for the years 1944, 1972, 2000, 2028, 2056, and 2084. Having the dominical letter for any given year, that for any other year near the same date is readily found, by going backward or forward.

It has already been stated that the dominical letters for 1804 were A, G; the following table contains the dominical letters for the cycle commencing with 1804:

1804, A, G.	1813, C.	1822, F.
1805, F.	1814, B.	1823, E.
1806, E.	1815, A.	1824, D, C.
1807, D.	1816, G, F.	1825, B.
1808, C, B.	1817, E.	1826, A.
1809, A.	1818, D.	1827, G.
1810, G.	1819, C.	1828, F, E.
1811, F.	1820, B, A.	1829, D.
1812, E, D.	1821, G.	1830, C.
		1831, B.

And for 1832 A, G, the same as for 1804. After 1832, and 1860, the letters recur in the same order as after 1804; and also after 1888, till 1900; but after this they recur in a different order, since 1900 is not a leap year.

By means of the above table, it is easy to find the dominical letter for any year in the present century. For example: let it be required to find the dominical letter for the year 1873. By subtracting twenty-eight twice we have left 1817, which is contained in the above table, and of which the dominical letter is E; therefore E is the dominical letter for 1873, and we thence learn that the first day of that year will be on Wednesday.

The length of this article admonishes me to reserve the remainder for another paper. Should any reader of the School Friend deem the subject inappropriate to it, it may be observed that the article has been written only after repeated solicitation; this request, it is presumed, grew out of the fact that, but little is said in relation to the dominical letter in the common works on Astronomy. To a few persons the subject is one of much interest, and to all it may be frequently useful, as will be shown hereafter.

JOSEPH RAY.

#### "How beautifully falls

From human lips that blessed word Forgive:  
Forgiveness—'tis the attribute of God—  
The sound which openeth heaven: renews again  
On earth lost Eden's faded bloom, and flings  
Hope's halcyon halo o'er the waste of life.  
Thrice happy he whose heart has been so schooled  
In the meek lessons of humanity,  
That he can give it utterance; it imparts  
Celestial grandeur to the human soul,  
And maketh man an angel."

#### She is Dead.

The gentle air  
Comes through the open window, freighted with  
The savory odors of the early spring—  
She breathed it not; the laugh of passers by  
Jars like a discord in some mournful tune,  
But worries not her slumbers. She is dead!

## ABSTRACT OF THE METEOROLOGICAL REGISTER,

KEPT AT  
Woodward College, Cincinnati.  
Lat. 39° 6' N.; Long. 84° 27' W.  
150 feet above low water mark in the Ohio.

BY JOSEPH RAY, M. D.

January, 1851.

Day of M.	Fahrenheit's Therm'ter			Barom	Wind.		Force	Weather	Clearness	Rain
	Min.	Max.	Mean		A. M.	P. M.				
1	18.37	27.3	29.504	n w	n w	1	clear	10		
2	20.40	30.7	29.326	west	west	1	clear	10		
3	28.42	34.2	29.168	west	n w	2	var'ble	1		
4	27.36	31.2	29.294	n w	west	2	cloudy	0		
5	30.43	37.2	29.350	west	west	1	var'ble	2		
6	33.58	43.2	29.155	s w	s w	1	fair	6		
7	34.44	37.0	29.486	n e	n e	1	cloudy	0		
8	30.50	46.3	29.294	west	s w	1	var'ble	1		
9	45.65	50.5	28.858	s w	west	3	var'ble	2		
10	33.41	34.8	29.210	west	west	3	cloudy	0		
11	32.45	39.8	29.121	west	west	2	var'ble	5		
12	37.49	41.7	29.251	west	west	2	var'ble	5		
13	35.47	37.5	29.468	west	n w	2	fair	7		
14	32.63	49.7	29.268	s w	s w	2	fair	9		
15	46.61	53.2	28.962	s w	s w	2	var'ble	2	.11	
16	46.66	45.3	28.790	s w	s w	2	var'ble	1		
17	17.28	19.8	29.622	west	west	2	var'ble	5		
18	10.23	17.0	29.966	west	west	2	clear	10		
19	16.40	32.0	29.499	south	south	2	fair	9		
20	30.47	35.2	29.514	s w	west	1	fair	7		
21	21.50	42.2	29.610	s w	s w	2	fair	7	.12	
22	35.52	41.5	29.363	s w	west	1	var'ble	1		
23	29.50	37.5	29.592	west	west	1	fair	9		
24	30.55	40.0	29.536	west	west	1	fair	9		
25	28.60	43.8	29.443	s w	s w	2	fair	9		
26	33.63	47.2	29.293	s w	s w	2	clear	10		
27	34.50	41.8	29.377	west	west	2	var'ble	1		
28	39.58	41.8	28.875	west	west	3	cloudy	0	.22	
29	10.22	14.0	29.292	n w	n w	3	var'ble	1		
30	6.14	7.7	29.606	n w	n w	3	fair	9		
31	0.22	16.7	30.075	n e	n e	1	fair	9		

EXPLANATION.—The first column contains the day of the month; the second, the minimum or least height of the thermometer, during the twenty-four hours, beginning with the dawn of each day; the third, the maximum or greatest height during the same period; the fourth, the mean or average temperature of the day, reckoning from sunrise to sunrise; the fifth, the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportionate clearness. The other columns need no explanation.

SUMMARY—	Thermometer,	°C
Least height of	"	66°
Greatest height of	"	66°
Monthly range of	"	8°
Least daily variation of	"	32°
Greatest daily variation of	"	36°
Mean temperature of month,	"	29°3
" " at sunrise,	"	45°4
" " at 2 P. M.,	"	70°
Coldest day, Jan. 30th.		
Mean temperature of coldest day,		
Warmest day, January 15th.		
Mean temperature of warmest day,		53°2
Minimum height of Barometer,		28.790 inches.
Maximum " " "		30.112 "
Range of " " "		1.322 "
Mean " " "		29.3538 "
Number of days of rain and snow, 3.		
Perpendicular depth of rain and melted snow, .45 inch.		
Perpendicular depth of unmelted snow, zero.		

WEATHER.—Clear and fair 15 days; variable 12 days; cloudy 4 days.

WINDS.—N. E., 2 days; S., 1 day; S. W., 9 days; W., 14 days; N. W., 4 days.

MEMORANDA.—1st and 2d, fine clear days; 3d to 15th, weather variable and pleasant; 15th, light shower from 7 to 8 P. M.; 16th, remarkable fall of Thermometer and rise of Barometer, Thermometer falling 47 deg. in 18 hours,

and Barometer rising .832 inches in 24 hours; 18th and 19th, clear, fair and cold; 21st, light shower at night; 21st to 28th, weather fair and pleasant; 28th, light rain, followed by a second great change of temperature, the Thermometer falling 44 deg. in 15 hours; remainder of the month clear, fair and cold.

OBSERVATIONS.—The mean temperature of this month is about 3 degrees higher than that of the last 16 years; it is, however, half a degree less than the mean temperature of January, 1850.

The remarkable features of this month are, the small quantity of rain and almost total absence of snow, and two sudden and great depressions of temperature; the mercury falling in one case 47 degrees, and in the other 44 degrees in about 18 hours.

The first of these exceeds by 1 degree, the greatest change noticed at Cincinnati during the last sixteen years, and was truly a transition from the heat of summer to the cold of winter. It was, in fact, even more than this, for the difference between the mean temperature of summer and that of winter, at Cincinnati, for the last sixteen years, is just 40 degrees.

The rise of the Barometer was as distinctly marked as the fall of the Thermometer. At 12 M., January 16th, it stood at 28.79 inches, and at 12 M., 17th, at 29.622 inches, making a change of .832 inches in 24 hours. In the first 18 hours of this period, the change was .75 inches.

Reckoning the weight of a cubic inch of mercury at 491 pounds, and the surface of an individual of ordinary size at 140 square feet, the difference of external atmospheric pressure sustained by an individual between the 16th and 17th, would be nearly half a ton—a quantity quite sufficient to account for the altered state of feelings experienced by nervous and dyspeptic invalids.

The quantity of rain is about one-eighth of the average, while this is the only month of January in the last nine years in which there has been a total absence of snow. The temperature, though above the mean, is not so great as to lead to the belief that it has exerted a very injurious influence on fruit trees and plants, especially when the very dry weather is taken into account. In the last seventeen years there have been six months of January warmer than the present. The warmest of these was in 1839, of which the mean temperature was 2 degrees higher than in January, 1851.

#### The Blind Boy at Play.

BY ELIZA COOK.

The blind boy's been at play, mother,  
And merry games we had,  
We led him on our way, mother,  
And every step was glad;  
But when we found a starry flower,  
And praised its varied hue,  
A tear came trembling down his cheek,  
Just like a drop of dew.

We took him to the mill, mother,  
Where falling waters made  
A rainbow o'er the rill, mother,  
As golden sun-rays played;  
But when we shouted at the scene,  
And hailed the clear blue sky,  
He stood quite still upon the bank,  
And breathed a long, long sigh.

We asked him why he wept, mother,  
When'er we found the spots,  
Where periwinkles slept, mother,  
Or wild forget-me-nots,  
"Ah, me!" said he, while tears ran down,  
As fast as summer showers,  
"It is because I can not see  
The sunshine and the flowers."

Oh, that poor sightless boy, mother,  
Has taught me I am blest,  
For I can look with joy, mother,  
On all I love the best;  
And when I see the dancing stream,  
And daisies red and white,  
I'll kneel upon the meadow sod,  
And thank my God for sight.

## REPORT OF THE TEMPERATURE FOR FIFTEEN YEARS:

EXCEPT A FEW MONTHS, WHEN I WAS FROM HOME. THESE ARE LEFT BLANK.

Hillsborough, Ohio. Latitude about 39° 15' North. Longitude about 6° 45' West from Washington. Elevation nearly 700 feet above low water at Cincinnati.

## 1836 to 1843, INCLUSIVE.

MONTHS.			1836.			1837.			1838.			1839.			1840.			1841.			1842.			1843.		
			Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.
January,	-14.54	27		4.44	25		4.60	31.8		6.58	34		-2.50	23.5		-1.49	27.9		9.59	35		4.64	35.3			
February,	-11.54	24		3.54	37		-22.42	15		6.60	33.6		4.68	40.1		1.50	28.9		-4.63	34.9		-5.49	24.4			
March,	-8.52	32		15.64	38		6.77	43		-10.73	36		15.71	44.4		1.76	36.3		23.76	50.5		-1.50	26.2			
April,	22.80	49.5		23.80	42.5		24.76	49		26.80	56		24.82	62.6		2.75	48.2		30.80	56		24.78	49.4			
May,	35.82	62		32.85	58		30.80	51		30.83	63.5		36.83	60.2		34.34	58.5		38.77	59.2		40.76	60			
June,	50.82	66		44.82	61		46.86	69.5		46.89	61		44.85	67.6		52.90	72.8		42.83	66.4		40.86	67.6			
July,	52.83	69.5		56.86	70		52.92	74.5		51.90	72		50.88	73		55.89	73		52.88	70.5		56.89	72.5			
August,	54.82	67.3		44.85	67		54.89	72.7		48.89	70		54.84	70.3		52.90	70.7		46.82	63.8		52.80	68.3			
September,	34.86	45.5		36.81	61		34.83	62.5		30.78	59					40.87	65.6		40.86	63.3		42.84	65.6			
October,	24.70	44.5		22.72	47		26.74	45.5		28.79	57.7					26.73	48.3		28.73	56.6		22.66	46.1			
November,	10.64	35		22.66	44		9.60	35.7		2.54	35		15.63	39.6		20.62	41.1		2.68	33.6		21.59	37.8			
December,	-1.54	26.3		2.66	32.5		-5.49	25.3		2.42	29.2		4.46	29.8		10.58	33.8		1.61	32.3		12.55	34.4			
Average,		47.4			48.6			47.7			50.6					50.4			51.8			49				
Trees bloom.	Peach,			April 30.									April 4.					April 17.		March 21.		April 28.				
	Cherry,			May 2.									April 7.					April 20.		March 30.		May 5.				
	Apple,			May 5.			April 24.						April 17.						April 2.		May 6.					
Average of the Winter,			April 30.	1836 & '37		1837 & '38		1838 & '39		1839 & '40			1840 & '41			1840 & '41			1841 & '42		1842 & '43					
				29.46		29.8		31		30.9			28.9			34.6			30.6							

## 1844 to 1850, INCLUSIVE.

MONTHS.			1844.			1845.			1846.			1847.			1848.			1849.			1850.		
			Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.	Minimum.	Maximum.	Average of the Month.
January, . . . . .			-1.54	28.5		18.57	36.8		7.56	34		-4.62	27.9		-4.55	36.1		5.55	28.4		4.54	34	
February, . . . . .			10.61	34.6		8.65	37.3		1.53	30.3		5.53	34.4		13.55	34.8		2.62	27.7		-2.62	33.5	
March, . . . . .			14.65	41.2		13.73	44.3		17.62	42.2		11.66	37.1		2.79	39.7		25.64	43.9		14.62	38	
April, . . . . .			27.82	61.8		18.83	58.4		31.82	56.7		24.77	53.2		32.78	51.9		22.81	49.2		24.74	46.4	
May, . . . . .			37.82	63.4		36.81	60.5		43.86	65.5		38.80	59.3		42.80	64.6		42.79	60		36.82	56	
June, . . . . .			48.84	68.4		51.88	70.1		48.83	68.9		47.85	64.7		47.88	68.7		56.88	70.8		44.86	69.9	
July, . . . . .			62.86	73.4		53.89	71.6		52.90	73.5		52.89	73.9		54.82	70.7		54.88	69.4		60.90	75.7	
August, . . . . .																							
September, . . . . .			38.82	63.8					47.84	68.8		40.81	62.8		36.78	59		42.79	60.5		40.82	62.7	
October, . . . . .			26.68	47.8		26.68	51.6		31.74	52.4		27.73	51.1		32.68	51.8		36.66	50.8		30.74	51.8	
November, . . . . .			12.68	42.2		9.65	41.3		16.66	45		16.70	45.3		22.52	36.2		22.72	48.3		24.72	44.8	
December, . . . . .			11.52	34.1		-12.44	23.7		18.62	37.7		0.58	31.4		19.66	39.4		-2.51	29		11.58	31.6	
Average, . . . . .									54		48.3			52		50.6					51.4		
Trees bloom.	{ Peach, Cherry, Apple,	April 5.	March 26.			April 20.			April 13.			April 4.			April 7.			April 22.					
		April 9.	April 11.			1845 & '46			1846 & '47			1847 & '48			1848 & '49			1849 & '50					
		April 11.	1843 & '44			1844 & '45			29.3			33.3			34.1			31.8					
Average of the Winters, . . . . .			32.5			36												32.2					

The thermometer hangs outside of the house, on the north side. It was examined at sunrise, or a little before, for the minimum, and at about 2 o'clock, P. M., for the maximum. The extremes during the month, are given in the first and second columns for each year. The average of the month is in the third column. The average of the years is given, except where there are blanks; and the blooming of fruit trees, as far as recorded. The average of the winters is given, and that of the summers may easily be calculated. By comparing my record with the reports of Professor RAY, of Cincinnati, I find that the temperature at Hillsborough is usually about 4° colder than at Cincinnati.

January 2d, 1851.

P. S. The lowest point to which the mercury sunk, during the fifteen years, was twenty-two below zero. The highest to which it rose, ninety-two above. Both occurred in the same year, 1838.

## Lard rendered Fluid by mixing with Rosin.

Professor OLMSTED, of New Haven, has lately made the important discovery that, by adding one pound of powdered rosin to three pounds of lard, well stirred together, the mass becomes semi-fluid at 72° Fahrenheit, and on being melted, which it does at 90°, notwithstanding, if melted alone, the rosin requires 300° and the lard 97° of heat, the compound will remain transparent and limpid at that temperature. As it cools, a pellicle begins to form on the surface, at 87°; and at 76° it remains a dense semi-fluid.

The discovery of the above named fact will be of great importance to those who use lard lamps, as the lard is rendered more fluid by the rosin, and the power of illumination increased two-fifths; yet, after two hours burning, it loses its brilliancy, on account of the wick becoming clogged. This will not be an important objection in families, while, in point of economy, the gain will be considerable, for lard is worth three or four times as much as rosin.

## Alexander Dumas.

The last letter from Paris, in the Literary Messenger, says the Mobile Tribune, gives a very interesting account of some of the most eminent literary men of that city. Its account of the fecundity of Dumas is marvelous. It is derived from the revelation made in a trial, where that mongrel gentleman was the defendant. Two of the newspaper proprietors engaged him to furnish them with daily portions of novels, (feuilletons.) It was alleged that he went a touring to Spain and Africa, that he translated Shakspeare, wrote tragedies, and built a theater and so did not perform his part of the bargain. It appeared that at the time of making the contract, he was under obligations to write a daily "feuilleton for each of six or eight papers." He was allowed, however, to continue writing them until the time of the contract expired. To finish this, how many volumes does the reader suppose he had to write? About eighty. In addition to this labor, he was to furnish under the new contract, eighteen volumes a year. For this latter service he was to receive \$12,600 per annum. He made his own defense on the trial, and it contains a great deal of strange matter concerning his labors. He pleaded in defense his prior engagement. "He was bound," he said, "to furnish to the Debats, the Siecle, the Esprit Public and the Commerce, a number of lines amounting to eighty volumes—a sum of publication so considerable;"—he said, "that all the members of the Academy could not furnish it in two years, and they are forty."

To one of the proprietors he had, with all these labors on hand, agreed to furnish a novel within one week after it was ordered, and it was finished within the specified time. It contained 6000 lines—equal to a fair book of 200 pages. While he was employed at this, he had also to deliver five feuilletons to five different journals. "In fact," said he, "three horses, three servants and the railroad, hardly sufficed to go and carry his manuscripts to the different offices." In all this labor he stated that he was aided by one collaborator.



## Answer to a Challenge.

The eccentric H. H. Breckenridge, one of the Judges of the Supreme Court of Pennsylvania, when a young man, was challenged to fight a duel, by an English officer, whom he answered as follows:

I have two objections to this duel matter. The one is, lest I should hurt you; and the other is, lest you should hurt me. I do not see any good it would do me to put a ball through your body. I could make no use of you when dead, for any culinary purposes, as I would a rabbit or a turkey; I am no cannibal to feast on the flesh of men. Why, then, shoot down a human creature, of which I could make no use? A buffalo would be better meat; for, though your flesh might be tender, yet it wants the firmness and consistency which take and retain salt. At any rate, it would not be fit for a long sea voyage. You might make a good barbecue, it is true, being of the nature of a raccoon or opossum; but people are not in the habit of barbecuing anything human now. As to your hide, it is not worth taking off, being little better than a two year old colt. So much for you. As to myself, I do not like anything that is harmful. I am under apprehensions you might hit me. This being the case, I think it advisable to stay at a distance. If you want to try your pistols, take some object, a tree or barn door, about my dimensions. If you hit that, send me word, and I shall acknowledge that if I had been in the same place, you might also have hit me.

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*From J. H. FAIRCHILD, Professor of Mathematics in Oberlin College.*

Professor Ray—Sir: I have read, with much satisfaction, your Algebra, Part First. It seems admirably adapted as an introduction to the study; and is such a book as no one but an experienced and successful teacher could produce. The demonstrations are sufficiently scientific, and yet not so abstract as to be unintelligible to the learner. Many authors seem to think that their reputation depends upon making their works above the comprehension of a beginner. Although some new work on algebra appears among us almost every month, yet yours was needed. I am pleased to see that the first edition is quite free from typographical errors, and that the language is, for the most part, logically and grammatically accurate; a remark which will not apply to all the works on algebra recently published in your city.

If you shall succeed as well in *part second* as in *part first*, the book will be welcomed by many instructors.

(Signed)

J. H. FAIRCHILD.

January 5, 1849.

*From P. CARTER, Professor of Mathematics, etc., in Granville College.*

I have examined, with much interest, the copy of Ray's Algebra presented to me by your politeness. As an elementary work for beginners, and especially for younger pupils, I consider it as one of the best with which I am acquainted. Like all the elementary works of Professor Ray, it is distinguished for its simplicity, clearness, and precision and furnishes an excellent introduction to the larger and more difficult works of this beautiful science.

(Signed)

P. CARTER.

February 24, 1849.

*Extract from a communication furnished for the "School Friend", by an accomplished teacher in the "CINCINNATI CENTRAL HIGH SCHOOL", in which Ray's Algebra is used.*

"It is but a few months since this book was issued from the press, and although we are acquainted with a dozen other Algebras of similar pretensions, and no mean value, yet from the examination of no one of them have we risen with so much pleasure and satisfaction, as from the examination of this." \* \* \* "In graduating the plan of his work, the author has shown great care and ingenuity, and in its execution, has manifested a familiarity with the wants and difficulties of young students, and a tact in obviating them, which has rarely been equaled. The principles are briefly stated, then illustrated and impressed on the mind by a numerous and choice selection of examples. All portions of the work bear ample testimony to the truth of a remark in the preface, that every page was carefully elaborated by many years of toil in the school-room. The statement and illustrations of the principles indicate that the ignorance and misapprehensions of the pupil were met and fathomed by a keen and watchful eye in the teacher, and the proper remedies applied and that these remedies were tested by repeated trials through a long and systematic course of teaching, and finally recorded for the use of students yet to be."

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I have carefully examined Ray's Algebra, Part First. The arrangement adopted in it of the fundamental principles of the science is, no doubt, the best one. The demonstrations accompanying the rules are lucid and accurate, and the examples copious enough to impress them indelibly upon the mind of the pupil. From the character of the author's arithmetic, the public had reason to expect that an algebra from the same author would be a valuable contribution to this department of science, and, in the judgment of the writer, this expectation will not be disappointed.

October 16, 1848.

*From MR. ZACHOS, Professor of Mathematics in Dr. Colton's Academy.*

I have examined Ray's Elementary Algebra, and the best recommendation I can give it, is the fact that I have adopted it in my younger classes.

(Signed)

J. C. ZACHOS.

September 23, 1848.

*From B. C. HOBBS, Superintendent of Friends' Boarding School, Richmond.*

I consider Ray's Algebra, Part First, worthy of a place in every school. The author has fallen upon an ingenious method of securing a mental preparation, before the more difficult exercises of the slate are required. The work is clear and comprehensive, and a selection of superior formulae has been made for the solution of difficult problems. Could an objection be made to the work, it would be, that the subject is too much simplified. The cheapness of the work brings it within the means of every one.

(Signed)

B. C. HOBBS.

Ninth Month, 20, 1848.

*From MR. S. FINDLEY, Principal of Chillicothe Academy.*

After a careful examination of Ray's Algebra, Part First, I cheerfully recommend it as one of the best treatises in that department of science now extant. In its enunciation of rules it is concise and clear; in its demonstrations it is simple and philosophical; and its examples are numerous and varied: so that, in every respect, it excels as a theoretical and practical text-book for beginners, and as such is now in use in the Chillicothe Academy.

(Signed)

SAM'L FINDLEY

February 26, 1849.

*From MR. HOOKER, Teacher at Mount Carmel, Ohio.*

Professor Ray—Respected sir: I have, for some time past, been examining your elementary work on Algebra; and can truly say, that, as a *primary* work, it is better suited (according to my opinion) for general use in schools, than any similar work with which I am acquainted. The transition from arithmetic to our primary works on algebra, is, generally, too great; and unless scholars have a "natural tact" for mathematics, their knowledge of numbers generally stops with arithmetic, as few have the courage to undertake to master a theoretical treatise on algebra. \* \* \* I am glad to see you have made the change from arithmetic so gradual, and, at the same time so interesting. I have no doubt but your work will take precedence of all elementary treatises now in use in the Western States.

(Signed)

J. J. HOOKER.

February 28, 1849.

## CINCINNATI PUBLIC SCHOOLS

*The following is the Report of the Committee on Text Books to the Board of Directors, [May 1, 1849.]*  
"That they have examined Ray's Algebra, Part First, and find it to be the cheapest and the best elementary work on the science of Algebra that they have used, or that has come under their inspection. It is of a higher order than most elementary works, and at the same time, it is very simple, commencing with seventeen pages of intellectual exercises which serve as a connecting link between Arithmetic and Algebra. The whole work appears to be what the author says it is.—The result of much reflection, and the experience of many years in the school-room." The committee, therefore recommend the adoption of the following resolution:

"Resolved, That Ray's Algebra, Part First, be adopted as a Text Book in the Common Schools of Cincinnati.

WM. PHILLIPS, JR.,

S. MOLLITER,

C. DAVENPORT,

A. L. BUSINELL,

Committee on Text Books."

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"We may here state, also, that a slight departure from the usual method of naming the three past tenses will be observed, which seems required in order to give a correct view of that subject, and to make the minor divisions correspond with the three elementary distinctions of time, the present, past, and future. The reasons for this are given more particularly in the proper place. What appear to be the more correct definitions of the *adjective* and the *adverb* are also given, the former in accordance with De Saey, and the latter as following legitimately from that."

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